

Torpey, C.T. The status of secretarial science in 50
1947 selected teacher-education institutions.

THE STATUS OF SECRETARIAL SCIENCE
IN 50 SELECTED TEACHER-EDUCATION
INSTITUTIONS

Claire T. Torpey

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THE STATUS OF SECRETARIAL SCIENCE IN 50 SELECTED
TEACHER-EDUCATION INSTITUTIONS

Submitted by

Claire T. Torpey

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First Reader: Dr. John L. Rowe, Assoc. Professor of Business Education

Second Reader: Dr. Franklin C. Roberts, Prof. of Ed., Coordinator of
the American Civilization Curriculum

Third Reader: Professor William H. Cartwright, Assist. Prof. of Ed.

✓

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INTRODUCTION AND PURPOSE OF STUDY

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degree which will meet teacher certification standards within the given state.

CHAPTER I

The American Association of Teachers Colleges defines a teachers college

INTRODUCTION AND PURPOSE OF STUDY

All courses in business teacher-education curricula are divided into three principal subject groups: (1) commercial or business subjects, (2) general academic or core-curriculum subjects, and (3) education, methods, or other professional subjects. In every college catalog, subjects are listed that can be classified into one of these three subject areas.

This study is concerned with secretarial science. The problem is "The Status of Secretarial Science in Selected Teacher-Education Institutions."

By secretarial science is meant the instruction and practice in the duties performed by secretaries, given at the secondary or the college level. In this paper, secretarial science is to be considered as a combination of shorthand and typewriting, as offered at the college level in selected teacher-education institutions. This will include: shorthand, typewriting, office practice, transcription, methods courses in shorthand and typewriting, and practice teaching in the secretarial subjects.

In this paper, a teacher-education institution is any college, university, state college, or teachers college offering a four-year program in teacher training and granting a

degree which will meet teacher certification standards within the given state.

The American Association of Teachers Colleges defines a teachers college in its requirements for admission:

A teachers college, within the meaning of these standards, is a state, municipal, or incorporated private institution, or an independent unit of a recognized college or university, having at least one four-year unified curriculum; which is devoted exclusively to the preparation of teachers; which has legal authority to grant a standard bachelor's degree; which has granted and continued to grant such degrees; and which requires for admission the completion of a standard four-year secondary school curriculum, or equivalent training approved by this association.¹

Because up-to-date catalogs of certain teacher-education institutions do not give adequate information as to the subject offerings, this study will be limited to a selected number of teacher-education institutions throughout the United States that meet the requirements of accredited institutions according to the National and Regional Accrediting Associations as prepared by the United States Office of Education.

What is meant by a teacher-training institution? It is defined in the Dictionary of Education to be synonymous with teacher preparation or teacher training and, if the true meaning is considered, this is correct; however, teacher education infers a wide range of training and cultural back-

¹U. S. Dept. of Interior, Office of Education, Accredited Higher Institutions. 1938. Bulletin No: 16. A List of the American Association of Teachers Colleges. P. 47-54.

ground that teacher training does not.

(2) Teacher education in any institution should mean the program of activities and experiences developed by an institution responsible for the preparation and growth of persons preparing themselves for educational work or engaging in the work of the educational professions.¹

By training was meant preparing for the actual job--subject matter preparation in those fields in which the person proposed to teach. One of the greatest handicaps to this type of training was the narrowness and "dog-in-the-manger" attitude that most institutions took. They were concentrating their attention upon a narrow phase of teacher development and upon a small segment of human knowledge instead of looking at the whole teacher as a whole person.

Teachers need a general background in scholarship and social experience as do the members of all other professions. The teacher-education institutions have undertaken to help students to learn not only those things that are especially important for teachers but also other things that are important for educated people everywhere. The teacher-education institution is a professional institution and in order to be that it must also be an educational institution of broad perspective. The objectives of teacher-education institutions have broadened and may be stated generally as: (1) to pro-

¹Dictionary of Education, Carter V. Good, Editor. University of Cincinnati. McGraw-Hill Book Co. N. Y. 1945. P. 409.

vide a broad cultural background enriched by varied experience, (2) to assist students of education to obtain scholarly mastery of the field of subject matter taught, and to cultivate an ability and willingness to make critical appraisals of the practices and the literature of these fields, (3) to create an understanding of the relationship between education and society, (4) to provide a background for an understanding of the development and characteristics of the individuals to be taught, (5) to develop as far as possible a mastery of the professional skills and knowledge needed by the teacher, and (6) to develop in the prospective teacher a well-rounded and well-integrated personality and the ability to assist others to develop such personalities.

A teacher should possess a keen appreciation of moral values, high mentality, broad background of general education, high ideals of citizenship, reasonable mastery of subject matter, physical fitness, a well-rounded personality, a scientific approach to education, professional training, and proven skill in the art of teaching.

PURPOSE OF THE STUDY

One of the best means for bringing about improvement in teacher education in the field of secretarial science is to make a thorough study of the present situation in this field. The purpose of this study is to present data concerning sec-

retarial science as it appears today in the teacher-education curriculum of selected teacher-education institutions.

At the annual meeting of the National Association of Business Teacher-Training Institutions at Cleveland, Ohio, on February 23, 1946, L. D. Haskew brought out various points that resulted from the work of the Commission on Teacher Education which was established by the American Council on Education in 1938 and which was charged with the responsibility for conducting such studies and other activities as would bring about improvement in the education of teachers for American democracy. In discussing these findings, Haskew said that one of the best means for bringing about improvement in teacher education is that of voluntary cooperative study.¹

Valuable outcomes may be achieved when a few colleges agree to assist each other in working out some common problems; when they maintain some sort of centralized stimulative and planning group; and when they arrange for constant interchange of experience. The Commission found that the problems of syllabi, revised courses, new semester hour and credit requirements needed study. The Commission felt that an essential unity of all the components of education for a teacher was necessary. For example, an attack aimed at identifying

¹Haskew, L. D. Implications of the Experiences of the Commission on Teacher Education. National Association of Business Teacher Training Institutions. Bulletin No: 39. June 1946. P. 25-30.

the special skills needed by a teacher of shorthand is very likely to engage the group in a thorough exploration of personal qualities and general culture as well. Future development of truly functional preparation programs must come from studying these problems.

There is a marked trend in teacher-education institutions to broaden the curricula so as to function with both vocational programs as well as teacher-training programs. This has been a necessity since many students have enrolled in these institutions with no intention of teaching. This is particularly true in the secretarial science field because of its vocational nature. According to an article in the Business Education Outlook for the school year 1946-1947, on Terminal Programs in Teacher-Training Institutions by Hanna, the non-teaching minded students outnumber the students who plan to teach.¹ The organization of these terminal programs within the teacher-training set-up has brought about many problems of curriculum planning and organization which did not exist when only one curriculum was offered and all students followed it. Two plans have been followed in most teacher-training institutions. In one plan, the terminal programs are set up entirely separate from the teacher-training curriculum. The other plan is to join the two curricula in

¹Hanna, J. Marshall. Terminal Programs in Teacher-Training Institutions. Western Michigan College, Kalamazoo, Michigan. Business Education Outlook. 1946-1947.

such a manner that the terminal vocational curriculum is the introductory phase of the teacher-training curriculum. In other words, the teacher-training curriculum is built on top of the vocational curriculum.

The interlocking plan of organization was used at Western Michigan College in Kalamazoo, over a period of five years, and has proven advantageous in many ways, as: (1) teacher-training graduates should be vocationally competent; and therefore, need as much vocational preparation as terminal students need; (2) and a student has a chance to become acquainted with business courses before he has to make his decision to prepare for teaching or to enter business. There has been much controversy over this problem and no definite solution has been arrived at up to the present time.

There is a lack of available data in the secretarial subject matter field in business teacher education. The credit being given in our teacher-training institutions for secretarial science and the type of work being expected for the credit being given are two disputable questions at the moment. There should not be so much variance from one locality to another. Comparative data is necessary in order to solve the problem.

Then, too, the importance of the secretarial subjects in the present high school curriculum makes it essential that we investigate the training being given in these subjects to the

teacher-to-be.

At an unpublished lecture given by Rowe at the Boston University Summer School Session, it was stated that typewriting is the second most popular subject offered in the secondary school as far as the enrollment is concerned. The stenographic course is probably more sensitive to changing business conditions and teaching methods than other commercial subjects. In an article appearing in the American Business Education of October 1946, Hamilton has published an article on Changing Patterns in Business Education and he has noted the changes in the stenographic sequence--the abandonment of rules and principles in the teaching of shorthand and the replacement by the functional method of teaching in which the reading approach is stressed. Due to scientific measurement of results the underlying philosophy of instruction in typewriting has been modified. The instruction is aimed at the application of basic skill to practical business and personal problems.¹

If all of these changes are taking place in the teaching of these subjects, how important it must be for the prospective teacher of these subjects to get the proper training while attending a teacher-education institution.

These changes are not limited in their scope to one locality, but are typical of many localities. Our teacher-education institutions should be making these changes and, by

¹Hamilton. Changing Patterns in Business Education. American Business Education. October 1946.

so doing, offer an up-to-date curriculum in secretarial science.

The teacher should be expected to reach the same vocational standards as the students he is teaching. Although these vocational standards should be met, meeting them is no guarantee that the student will make a competent teacher. Most of the teacher-training institutions make provision for some practice teaching.

The status of secretarial science is questionable and variable at the present time. A study such as this should certainly attempt to group data pertaining to secretarial science in these selected teacher-education institutions in such a way as to prove valuable in future attempts at reorganization.

In order to present data about the status of secretarial science in the teacher-education institutions selected, it was necessary to draw up a group of data to be sought.

The following phases of this problem will be considered in order to find out the status of secretarial science in these selected teacher-education institutions:

1. Curricular offerings in secretarial science.
2. Subject matter content of secretarial science courses in selected institutions evaluated.
3. Credit allowed in secretarial science courses.
4. Sequential course patterns in the four-year curriculum.
5. Vocational standards.

6. Practice teaching in secretarial science a requirement for the degree conferred.
7. Degrees being awarded in the secretarial science curriculum by this selected group of teacher-education institutions.
8. Placement of terminal programs in secretarial science--

separate or in conjunction with teacher education. All much to be done that has not been studied sufficiently. Business teacher education is an open field for continued research.

The following are some of the significant research studies that relate to the secretarial science phase of business teacher education.

Shields evaluated the changes in commercial teacher-training programs from 1928 to 1938 and noted the following changes of significance:

1. With respect to courses in business and secretarial work--in the 1928 catalog offerings, shorthand and typewriting were offered as electives. In 1938 shorthand was reduced to one year in many cases and the credit allowed showed a proportionate shrinkage.
2. With respect to courses in business education--in 1928, methods courses in shorthand and typewriting were offered with some general requirements in practice teaching. In 1938, methods courses are retained, but some newer courses, such as problems in business education have been introduced. There were also some requirements for practice teaching in some specific field of business.
3. With respect to courses in general methods--in the field of methods courses there seemed

CHAPTER II

RESEARCH IN THE SECRETARIAL SCIENCE PHASE

OF BUSINESS TEACHER EDUCATION

There has been some significant research in the secretarial phase of business teacher education, but there is still much to be done that has not been studied sufficiently. Business teacher education is an open field for continued research.

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3. With respect to courses in general methods--in the field of methods courses there seemed

to be a great diversity in educational requirements due to geographical difference because of certification.¹

These facts were obtained in the following way. As a matter of economy of time and money, two things were done:

(1) analysis was made of the paper work offering by examining the catalogs of the various member institutions of the National Association of Business Teacher-Training Institutions for the year 1928 and comparisons with those offerings were made with the paper work statements as listed in the catalogs for the year 1938. In addition, a general letter was sent to deans and presidents of the member institutions. Obviously, these instruments of measuring change were very crude.

Suggested entrance requirements for teacher-education institutions were listed by Shover as a result of a study made by him in February 1938, of suggested programs for commercial teacher certification by state boards of education.

1. Graduate of a four-year accredited high school
2. Fifteen units of high school work
 - a. English--3 units
 - b. Mathematics--1 unit--which may be either algebra or general mathematics
 - c. Social science--2 units--one of which is American History and Government
 - d. Science--1 unit
3. Five units of commercial work to be accepted, which should not consist of more than two units in bookkeeping or two units in stenography

¹Shields, H. G. An Evaluation of Changes in Commercial Teacher Training Programs from 1928-1938. National Association of Business Teacher Training Institutions. Bulletin No: 17. July 1939. P. 7-10.

4. Percentile rank among upper 66 $\frac{2}{3}$ % of high school graduating class. Applicant to be placed on probation if he is among the lower 33 $\frac{1}{3}$ %
5. Entrance examinations same as the general freshman exams of colleges or universities
6. Physical examination or health certificate to be the same as the physical requirement of the college or university
7. Three character recommendations, one of which is from the principal or superintendent of the high school attended by the applicant, or in the case of a large high school one from the head of the commercial department.¹

Whether or not high school commercial courses should be required of the trainee or even advocated is a disputed point among commercial educators. At best, it can serve an exploratory purpose for the prospective teacher as well as give the foundation for commercial training and an insight into the student's point of view. Investigations need to be made in this phase of commercial teacher training to determine whether the better class of trainees have taken commercial work in high school before entering college.

Hunsinger made a study which surveyed the current practices of teacher-education institutions in the selection of persons to be prepared as teachers of commercial subjects and analyzed these practices in relation to recommended principles of pre-training selection. The purpose of the study was to

¹Shover, William Glen. Suggested Programs for Commercial Teacher Training Institutions. National Association of Business Teacher Training Institutions. Bulletin No: 14. P. 6.

determine how commercial teacher-training institutions are meeting this important problem of selecting tomorrow's teachers and to suggest strengths and weaknesses of specific procedures in terms of their effectiveness in the evaluation of potential teaching success and in the guidance of students.

The investigation covered all institutions in the United States known to offer commercial education curricula leading to a bachelor's degree and certification for teaching in the public secondary schools of the state in which located. Three hundred seventy-one teacher-training institutions of the United States offering business education curricula on an undergraduate level furnished the data for this study. These institutions included 81 state universities and colleges, 83 state teachers colleges, and 207 non-state universities and colleges.

In this survey, Hunsinger found the requirements for admission by order of frequency to be:

1. high school graduation, usually with a minimum of 15 or 16 acceptable units
2. the high school transcript should show credit in certain specific subjects:
 - a. English
 - b. Mathematics
 - c. Science
 - d. Social Science
3. evidence of approved moral character
4. satisfactory scholastic average or rank in high school graduating class
5. good health, as evidenced by physical examination

or physician's certificate

6. recommendation by principal or other secondary school official, often either a statement of honorable dismissal or of belief in ability to do college work
7. evidence of approved personality
8. a satisfactory score in a psychological examination or college aptitude test given as a rule at the college
9. letters of recommendation other than those given by high school official, often designated as personal, business, or social reference or as a letter from his pastor or minister of the church with which affiliated
10. a minimum age requirement of 15 or 16 years
11. evidence of scholastic or professional interest and promise
12. satisfactory scores on achievement examinations such as English, social science, and general information tests, or less often, typewriting, shorthand, or bookkeeping tests.
13. an acceptable personal interview.¹

Hunsinger found the requirements for graduation with recommendation for certification to be:

1. a minimum age of 18 or 20 years in 4.6%
2. a "C" average or better in work represented in 96.5%
3. a "C" grade or better in student teaching in 5.7%
4. satisfactory standing in major field in 25.9%
5. satisfactory standing in minor field in 9.2%

¹Hunsinger, Marjorie. The Selection of Persons to be Trained as Teachers of Business Subjects. Abstract from a Doctor's Dissertation. National Association of Business Teacher Training Institutions. Bulletin No: 30. May 1943.

6. satisfactory standing in professional subjects--4.0%
7. recommendation by the faculty--5.9%
8. approved moral character--11.3%
9. approved personality--3.5%
10. physical fitness for teaching--9.4%
11. passing a comprehensive examination over major field--14.0%
12. passing a comprehensive examination over minor field--1.1%
13. passing a comprehensive examination over professional courses--1.3%
14. satisfactory score on general culture test--1.1%
15. satisfactory scores on achievement tests--1.6%
16. presentation of an acceptable thesis--3.5%
17. satisfactory use of English--17.5%
18. professional interest and promise--4.0%
19. acceptable proficiency in business skills--6.2%
20. reading knowledge of a foreign language--2.7%.¹

The Research Commission, under the general chairmanship of Lomax, sent out a questionnaire in an honest effort to determine some of the practices and problems in commercial teacher-training institutions from which 36 replies have been recorded. From this questionnaire, the pertinent questions about secretarial science have been taken.

¹Hunsinger, Marjorie. The Selection of Persons to be Trained as Teachers of Business Subjects. Abstract from Ph.D. National Association of Business Teacher Training Institutions. Bulletin No: 30. May 1943. P. 1-9.

Do you prefer that your students have any or all of the following subjects before they come to you?

Shorthand, yes, 16; no, 17.

Typewriting, yes, 17; no, 16.

Do students who have had shorthand and typewriting in high school take beginning courses in these subjects in your school?

Shorthand, yes, 17; no, 15.

Typewriting, yes, 14; no, 18.

Is business experience required for graduation?

Eight reported yes.

As to what constituted business experience, most of the reports were rather vague. Here are the comments:

1. Department check-up; equivalent of six months.
2. Placed in special groups.
3. At least eight weeks of full-time employment in position which meets approval of head of department.
4. Must serve at least 180 clock hours in not fewer than three different offices, under supervision of a college instructor.

How many term hours of student teaching do you require?

Answers ranged from three to one hundred. Obviously, term hours meant different things to different people.¹

A study was made by Selby in which a questionnaire was sent to those institutions that are members of the National Association of Business Teacher-Training Institutions. This was in the summer of 1943. It was found that 65% of colleges

¹Lomax. Practices and Problems in Commercial Teacher-Training Institutions. National Business Teacher Training Institutions. Bulletin No: 6. P. 4-9.

and universities in the United States now offer shorthand and typewriting in one fashion or another. One-third of the colleges that offered these courses put some kind of limitation upon the credit that the courses covered. The limitations as listed by Selby were:

1. no credit at all
2. no credit toward graduation
3. credit in a particular curriculum, but no credit as an elective in other curricula where anything except secretarial courses is freely accredited
4. no credit for admission to a professional college
5. credit allowed for shorthand but not for typewriting
6. credit not allowed for beginning courses
7. credit toward the B. S. degree but not toward B. A.
8. vocational typewriting allowed credit, but personal typewriting no credit
9. credit toward the requirements for a teacher's certificate but no credit toward graduation
10. credit toward a bachelor of science degree in education but not toward a B. S. degree in commerce
11. credit only to those concurrently registered in special methods of teaching in secondary schools
12. no credit for typewriting without shorthand.¹

Arguments to cover the above limitations were presented by many institutions. No credit was allowed in many instances because shorthand and typewriting were added to a regular college program. The demand for shorthand and typewriting came and people were allowed to add them to the established curricula.

¹Selby, Paul O. Collegiate Teaching of Shorthand and Typewriting. National Association of Business Teacher Training Institutions. Bulletin No: 33. May 1944. P. 3-11.

1. Shorthand and typewriting could be learned by pupils even below high school age.
2. These subjects were skill-subjects and academic credit should be reserved for thought-provoking courses.
3. Shorthand writing was thought provoking as persons with low IQ did not become good shorthand writers.¹

"Credit cutting" is very often an attempt to discourage the study of shorthand and typewriting. By whatever limitations of the credit to be given shorthand and typewriting that may be made, they are not without their defenders even among the heads of departments in which shorthand and typewriting are taught. Most of the replies obtained in this study were from such heads of departments. Whatever their limitations--and 36 institutions reported that limitations existed--17 approved them, 18 did not, and one did not answer.

Secretarial science may be considered as a specialized subject matter course in business teacher education. From the findings of the National Survey of the Education of Teachers, considered one of the most significant research studies in teacher education, the following principles dealing with subject matter courses in business curricula for prospective teachers seemed to be justified:

1. Substantial command of subject matter
2. Understanding of the utility of subject matter
3. Strengthening interest in business education

¹Fisk, McKee. The Role of Specialized Subject Matter in Business Teacher Education. University of North Carolina. National Association of Business Teacher Training Institutions. Bulletin No: 22. May 1941. P. 36.

4. Development of scholarly habits and attitudes
5. Mastery of the fundamental tools of learning in business education
6. Stimulation to independent, intellectual activity
7. Demonstration of the best teaching methods.
8. Acquaintance with subject matter materials to be used in high school
9. Provision for a sufficient variety of experience to prepare for initial positions
10. Stimulation to acquire experience in related fields
11. Development of one's own habits of constant evaluation
12. Development of business-like attitudes and systematic procedures
13. Continued application of earlier learning
14. Opportunity to demonstrate competence.¹

Studebaker made a study of the role of special methods courses and student teaching in the business teacher-training curriculum. Studebaker maintained that there was definitely a place in the teacher-education curriculum for methods courses. A review of the catalogs showed that there were from one to sixteen different courses listed apparently as special methods courses. Certain techniques were essential in the learning of shorthand and typewriting. The special methods courses should give the would-be-teacher information about these various techniques, their uses, and the best type of approach to use under various circumstances.

Studebaker recommended that:

1. special methods should not be too exact.

¹Selby, Paul O. Collegiate Teaching of Shorthand and Typewriting. National Business Teacher Training Institutions. Bulletin No: 33. May 1944. P. 3-11.

2. uniform results cannot be expected.

Studebaker also felt that the following points should be emphasized:

1. Special methods courses are essential, but the danger of over-specialization should be guarded against.
2. Materials needed by student teachers should play an important part in the special methods courses.
3. Special methods courses must be flexible. The students must be taught to think for themselves.
4. Student teaching is important. It should be made as real as possible for the student.¹

How many teacher-education institutions offer secretarial science for business as well as for teaching? Fisk, of the University of North Carolina, made a study entitled the Role of Specialized Subject Matter in Business Teacher Education, will substantiate his findings.

Those who train business teachers cannot be all things to all men and prepare both business teachers and business workers in the same classes by using the same subject matter (except possibly in the elementary and introductory courses.)

When both business teachers and business workers are prepared in the same subject matter courses one or the other is going to suffer, and it is usually not the workers whose preparation is slighted. Such conditions arise because of the view that the subject matter for both workers and teachers is the same. It stems from the old idea that if one knows, one can tell, and to tell is to teach.²

¹Studebaker, M. E. The Role of Special Methods Courses and Student Teaching in Business Teacher Training Curriculum. National Association of Business Teacher Training Institutions. Bulletin No: 33. P. 33-36. May 1944.

²Fisk, McKee. The Role of Specialized Subject Matter in Business Teacher Education. National Association of Business Teacher Training Institutions. Bulletin No: 22. May 1944.

Shover made a study of suggested programs for commercial teacher certification which was published in February 1938. A standard commercial certificate would be granted by the State Board of Education to graduates of a four-year commercial teacher-training department upon presentation of the following by the applicant. These requirements are based on requirements for the North Central Association.

1. A medical certificate showing physical and mental fitness for public school work.
2. A recommendation by the commercial teacher-training department that the applicant shows promise of professional success and that he has completed the following prescribed training in courses and experience:
 - a. Four-year commercial teacher-training course, with a bachelor's degree or the equivalent, preceded by graduation from a four-year high school.
 - b. Two semester hours of business experience, or a minimum of eight weeks or 264 clock hours.
 - c. A minimum of fifteen semester hours in the fields of English, science, mathematics, and physical education.
 - d. A minimum of fifteen semester hours in practice teaching and in professional courses in education including:
 - (1) Two and one-half semester hours in practice teaching of commercial subjects.
 - (2) Two and one-half semester hours in methods of teaching commercial subjects.
 - (3) Two and one-half semester hours in elementary or general psychology.
 - (4) Two and one-half semester hours in educational psychology.
 - (5) Two and one-half semester hours in a course dealing with some phase of the principles of secondary education organized for the training of public school teachers.
 - e. A minimum of eighteen semester hours in subjects basic to commerce.

- (1) History, sociology, political science.
 - (2) Commercial or economic history.
 - (3) Business law.
 - (4) Commercial or economic geography.
- f. A minimum of twenty-four semester hours in commercial courses, ten of which are in one of the following fields:
- (1) Accounting and typewriting.
 - (2) Secretarial subjects (Shorthand and typewriting)
 - (3) General Business.

3. Three character references showing intellectual, moral, and personal fitness.¹

Haynes made a study of the possibility of the use of examinations as a necessary requisite for graduation or for certification or for both. He found the following reactions to the above statement:

1. Possibility of abuse by trying to measure those elements that are not measurable as any social quality.
2. Questions assumption that knowledge will result in teaching success.
3. In teaching, all sorts of aberrations are created.
4. Has a teacher any responsibility for improving the community as well as the individuals in the community.
5. Tend to standardize teacher training. A force against needed experimentation in teacher training.
6. Remote results may be contradicting to the immediate teaching.
7. Fallacy in trying to measure isolated items.
8. Degenerate to a process of cramming.
9. One must measure qualities in action.
10. Tend to produce a standardized product.
11. Could deteriorate into a black-listing device.
12. Value of examination is dependent upon skill and intelligence in application of test.
13. Removal of cooperative evaluation of teacher prospects.

¹Shover, William Glen. Suggested Programs for Commercial Teacher-Training Institutions. National Association of Business Teacher Training Institutions. Bulletin No: 14. February 1938. P. 5.

14. High degree of training in understanding theory of measurement.
15. Assumption that all things are equal.
16. Examinations place major emphasis on teaching subjects and only minor consideration on pupil development.¹

Musgrave made a study of 92 teachers colleges in the United States in 1944. His study considered the curriculum patterns and practices in business teacher education and he found that twenty-six different business subjects were offered for prospective commercial teachers in teachers colleges. He also found that the traditional business subjects of accounting, shorthand, typewriting, and business law occupied a position of extreme importance in these 92 teachers colleges and normal schools.

Musgrave also found that there was considerable variation in the amount of instruction offered in the different business subjects. For prospective business teachers, it was found that more schools required work in accounting, shorthand, typewriting, and business law than in any other business subjects.²

¹ Haynes, Benjamin R. Implications of the National Teacher Examinations for the Business Teacher-Training Curriculum. National Association of Business Teacher Training Institutions. Bulletin No: 22. May 1941. P. 10-11.

² Musgrave, William Allan. Commercial Teacher Training in 92 Teachers Colleges of the United States. Unpublished Ed. D. Dissertation. Austin, Texas State University. 1944.

Appendix B, Page 113] was constructed for the sole purpose of obtaining data from the catalogs that otherwise would have been asked for in the para CHAPTER III ew if that were possible.

This questionnaire was constructed from the point of view of the purpose of PROCEDURES IN GATHERING THE DATA on of getting all information that was needed in order to fully cover the

problem. The following procedures were employed in securing the data for this problem.

1. By making a complete study of the lists of teacher-education institutions, including universities, liberal arts colleges, state colleges, and teachers colleges as given by the United States Office of Education, a tentative list was drawn up and postcards were typed and mailed to these institutions requesting a copy of their current school catalogs. One hundred and twenty-three cards were sent out in the mail, and from these, one hundred and two catalogs were received.

Only 1945 and later catalogs were used. In many cases, the catalogs did not give the facts required, and in these instances, the institution's catalog was discarded.

Fifty institutions offering teacher education in secretarial science have been used as a basis for this study and are listed in Appendix A, page 110.

2. Since it would be impossible to visit personally each one of the institutions studied in order to interview the director of business teacher education, a questionnaire (see

Appendix B, Page 113) was constructed for the sole purpose of obtaining data from the catalogs that otherwise would have been asked for in the personal interview if that were possible.

This questionnaire was constructed from the point of view of the purpose of this study and with the intention of getting all information that was needed in order to fully cover the problem being studied: The Status of Secretarial Science in 50 Selected Teacher-Education Institutions.

As each catalog was studied in order to obtain the information wanted, the questionnaire was filled in. On this questionnaire, the following facts were included: the name of the school and its location, as representative schools from various areas throughout the United States were used wherever possible. Only catalogs for 1945 and later were used.

The type of institution being studied was important because teacher-education institutions of all types were considered if the institution prepared teachers of secretarial science in a four-year degree program. The various types studied were: teachers colleges, universities, liberal arts colleges, and state colleges. Unless instruction in business teacher education were offered for a degree with a major in the secretarial science field, the catalog was discarded.

Under the heading of secretarial science in this questionnaire were included the main problems to be clarified by the study itself. Curricular offerings in secretarial science were

listed and this included all work in shorthand and typewriting or combinations of these two subjects as offered on a college level. Subjects included on this basis would be typewriting, shorthand, transcription, secretarial training, office typing problems, methods of teaching typewriting, methods of teaching shorthand, and directed teaching.

Since any study of the status of secretarial science would not be complete, unless the full major program in secretarial science were noted, every phase of the subject has been included providing it involves teacher education.

Although practically every catalog received had business education in some form in its curricula, many had to be discarded because secretarial science majors were strictly specialized business fields rather than teaching fields.

Next in the questionnaire, information about the subject matter content of secretarial science in these selected institutions was asked for. Under this heading were included the various things studied in each course involving secretarial science in the four-year teacher preparation program.

Names applied to subjects may be very confusing, therefore, as each catalog was studied for this problem, the description of the work required in each subject was taken into consideration. Variable descriptions were noted and reorganized under uniform headings wherever possible, and in cases where no organization of this kind could be made, the catalog was also

discarded.

The next section in the questionnaire dealt with the credit allowed in secretarial science courses. Since this varied with the institution, it was necessary to tabulate this data in order to find out the general trend.

As the catalogs were studied, it was found that credits varied in two main ways: first, in some colleges credits are based on the semester hour, while in other colleges, credits are based on quarter-hour. A quarter-hour credit is equivalent to $2/3$ of a semester hour. In order to show any comparison of data among the various teacher-education institutions studied, it was necessary to first change the quarter hour credits into semester hour equivalents.

A comparison of the credits being offered in the various subjects included in secretarial science was made showing the credits being applied to the particular subject. These tables were prepared to show the variance in the distribution of credit in secretarial science subject field.

The next tabulation required for the questionnaire were the sequential course patterns in the four-year degree curriculum in secretarial science for teacher education. Each catalog was checked very carefully for listings of the four-year program and then each was placed on a yearly basis. Each individual subject was taken and considered from the point of view of how much time in the four-year curriculum

was devoted to that subject, and tables were constructed which showed the exact sequence for each subject. Each table was to show, as in the case of shorthand, whether shorthand was offered in the first and second years only; in the first, second and third years; in the first, second, third, and fourth years; in the second, third, and fourth years; or, in other words, the exact method of presentation of the subject. This was by far the most difficult topic to illustrate and also the least often described and presented in the catalog.

In filling out the information asked for in the questionnaire, vocational standards maintained and stated in the catalogs were also studied, from the point of view that skill-subjects as shorthand and typewriting lose their worth if sufficient skill in using them is not achieved. This was included in the questionnaire because this is a controversial question at the present time. The old school holds to the fact that a teacher of secretarial science never uses his speed in shorthand and typewriting; while the new school feels that to teach one must not only know how, but must be able to show how as well.

In this paper, vocational standards included only those set speeds in shorthand and typewriting stated in the catalogs--not an indefinite speed as "marketable speed," which was stated in many of the catalogs studied.

and charts were constructed from the tabulated information.

Practice teaching was also considered in this study and the item on the questionnaire was the number of semester hours devoted to practice teaching in the secretarial science teacher-education curriculum. As the catalog was studied, an attempt was made to distinguish between directed teaching and just observation which is included as one subject offering. This was practically impossible so that all the information on this point had to be limited to the required number of hours in practice teaching.

It was felt that in a study of this kind, it was not only necessary to find out what went on during the four years in the line of subjects pursued, but also it would be interesting to find out what reward or degree for prescribed work completed was conferred by these teacher-education institutions. Only degrees being awarded for the four-year program in teacher education with major in secretarial science were considered as each catalog was studied.

The last item to be included in the questionnaire was concerning terminal programs in secretarial science. It was felt that institutions offering separate programs for secretaries--one or two year duration--should be noted, as well as those offering a set program for all.

As each catalog was read, the questionnaire was filled out and then all questionnaires were tabulated and tables and charts were constructed from the tabulated information.

In constructing these tables and charts, simplicity of detail was considered from every angle. Whenever possible, main subjects were broken down so as each table would show a correct picture. This was true in the case of the description of the subject matter content in shorthand. Shorthand was broken down to elementary and advanced so that subject matter peculiar to elementary shorthand might be kept separate from subject matter peculiar to advanced shorthand.

In the case of credit allocation to the various subjects included under secretarial science, medians were calculated to show the picture more clearly from a statistical viewpoint.

Each catalog was studied carefully from the point of view of the stated purpose of this study and tabulated charts were attached. Where the information was questionable, letters were written to the state department of education to obtain prescribed courses of study for the business teacher education curriculum in any particular institution.

Where so many desired points of information were not listed, in many cases it was deemed feasible to just discard the catalog.

3. The National Association of Business Teacher Training Institutions' Bulletins found in the Boston University, School of Education Library, were used in writing this study. Only materials printed since 1938 were used. These consisted of special articles listed in the bulletins as well as theses

and dissertations condensed in the bulletins.

4. Articles pertaining to Secretarial Science in Teacher-Education Institutions appearing in the Business Education World, the Journal of Business Education, the Balance Sheet, American Business Education, Business Education Outlook, etc. for the past five to ten years were also used.

5. The Dictionary of Education was used in defining the problem.

6. At the Boston University School of Education Library, theses and service papers relating to secretarial science were read. Materials available in the Teachers Room at the Boston Public Library were also used.

7. The Delta Pi Epsilon, Bibliography of Research Studies in Business Education, 1920-1940, was used to obtain records of research going on in the field of secretarial science.

8. The Musgrave study in business teacher education in selected state teachers colleges was obtained and used in preparing this work. Allan W. Musgrave of the University of Texas, Austin, Texas, made a study of Business Teacher Education in 92 State Teachers Colleges. This study was obtained through the library inter-loan plan.

9. A summary of the study was then constructed from the findings derived from the study of the catalogs of the various institutions. This summary includes a general picture

of the problem as it presents itself in teacher-education institutions in 1946-1947. CHAPTER IV

10. Recommendations for improvement in secretarial science have also been made retaining a conservative point of view and arrived at from the points set forth and clarified in the study. A tentative schedule for work in secretarial science in teacher-education institutions offering a four-year program and conferring a degree to prospective teachers has been outlined in this study.

In making this study, it was not possible to get a representative institution from each state as it was found that many states do not offer any formal teacher-education in the field of secretarial science. In order to show the extent to which the various states have been represented in this paper, a map is attached to show exactly the geographical placement of each teacher-education institution used in this study. See Table 1, Page 39.

The states where teacher-education institutions are located which offer secretarial science in this capacity are as follows: Alabama, Arizona, Arkansas, California, Connecticut, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, and West Virginia. These are the states that have been used in this study exclusively.

The study was limited to teacher-education institutions

CHAPTER IV

FINDINGS

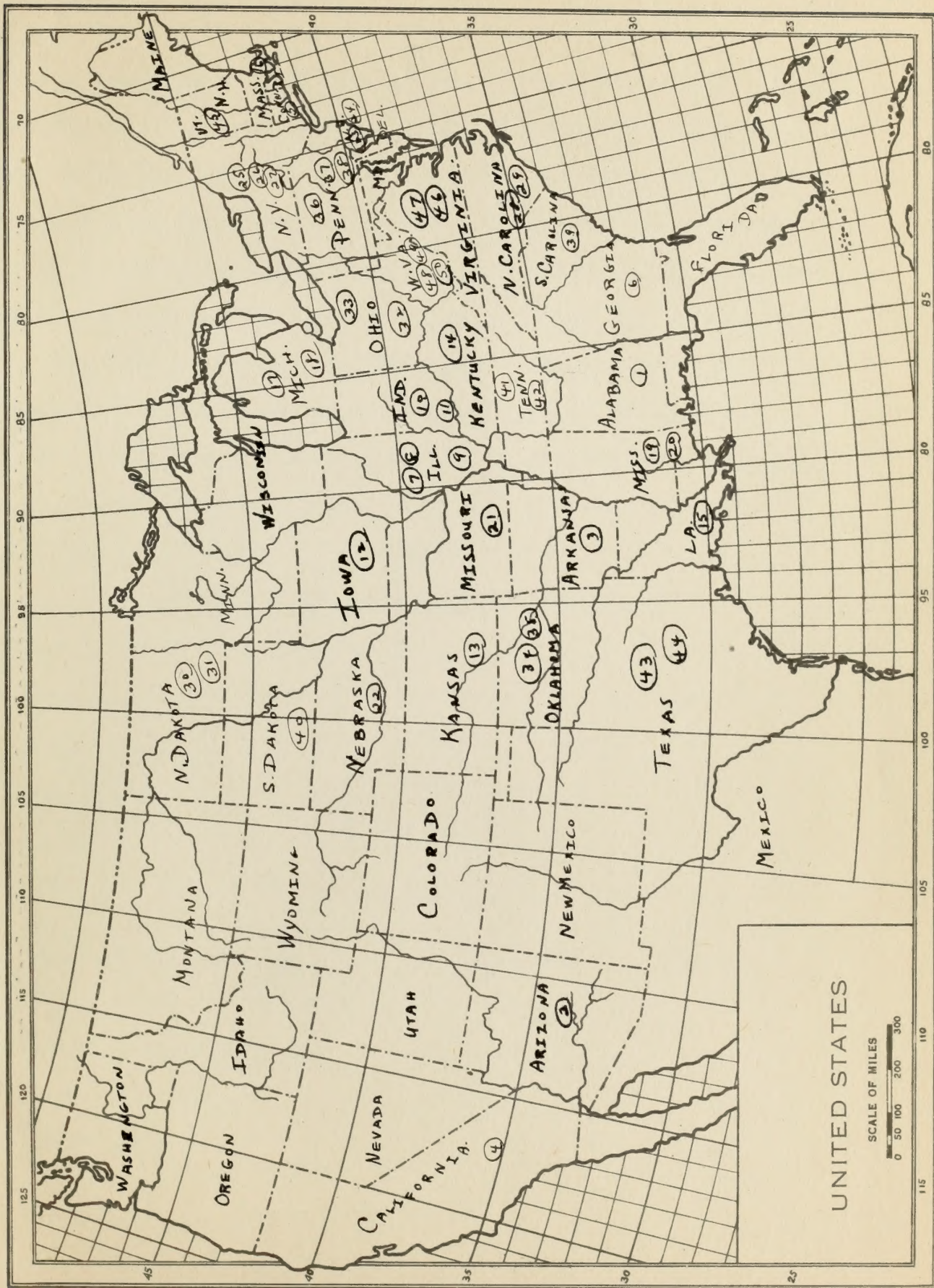
PROBLEM: The Status of Secretarial Science in 50 Selected Teacher-Education Institutions.

In making this study, it was not possible to get a representative institution from each state as it was found that many states do not offer any formal teacher-education in the field of secretarial science. In order to show the extent to which the various states have been represented in this paper, a map is attached to show exactly the geographical placement of each teacher-education institution used in this study. See Table I, Page 35.

The states where teacher-education institutions are located which offer secretarial science in this capacity are as follows: Alabama, Arizona, Arkansas, California, Connecticut, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Massachusetts, Michigan, Mississippi, Missouri, Nebraska, New Jersey, New York, North Carolina, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Vermont, Virginia, and West Virginia. These are the states that have been used in this study exclusively.

The study was limited to teacher-education institutions

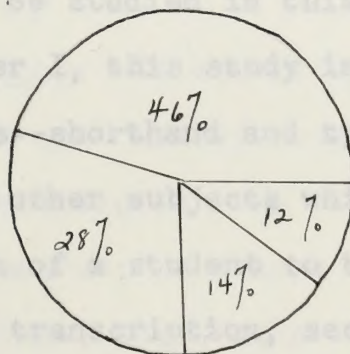
TABLE I
GEOGRAPHICAL PLACEMENT OF SELECTED TEACHER-EDUCATION INSTITUTIONS



but not to any specific type of teacher-education institution. Therefore, state teachers colleges, liberal arts colleges, state colleges, and universities have been used, if they were accredited institutions. The type of institution studied varied in its frequency because of limitations found as each catalog was studied and accepted or rejected for the study.

The data presented in Table II, Page 36, shows the classifications of the types of institutions studied and divides them into the four groups: state teachers colleges, liberal arts colleges, state colleges, and universities.

TABLE II
TYPES OF INSTITUTIONS STUDIED



<u>A. Type of Institution</u>	<u>Frequency</u>	<u>Per Cent</u>
State Teachers Colleges	23	46
Liberal Arts Colleges	14	28
State College	7	14
University	6	12
	50	100

A total of fifty institutions were studied for this problem--23 teachers colleges, 14 liberal arts colleges, 7 state colleges, and 6 universities. Presented in percentages, it may be seen from Table II, Page 36, that 46 per cent of the institutions studied were state teachers colleges, 28 per cent were liberal arts colleges, 14 per cent were state colleges, and 12 per cent were universities. The determining factor in obtaining these percentages was to secure fifty teacher-education institutions offering secretarial science for teacher education, which were accredited by national and regional accrediting associations as presented by the United States Office of Education, and whose catalogs presented most clearly the facts which were to be studied in this problem.

As stated in Chapter I, this study included secretarial science in all its forms--shorthand and typewriting alone or in combination, and all other subjects which are pertinent to the teacher education of a student to teach secretarial subjects at any level: transcription, secretarial practice, typewriting, shorthand, methods courses, and directed teaching in secretarial science.

CURRICULAR OFFERINGS IN SELECTED TEACHER-EDUCATION INSTITUTIONS

In tabulating the courses offered in secretarial science in these selected teacher-education institutions, it was found

that courses were listed under a variety of titles, but in evaluating the course descriptions, a summary of the subject matter offered, and the nature of the offering, a group of representative course offerings were constructed which included all secretarial science being offered. These courses included: elementary typewriting, advanced typewriting, elementary shorthand, advanced shorthand, transcription, secretarial practice, office typing problems, methods courses, and directed teaching.

The data in Table III, Page 39, shows the frequency with which these individual courses were found in the catalogs of teachers colleges, liberal arts colleges, universities, and state colleges.

Elementary Typewriting: Of the fifty teacher-education institutions studied, 98 per cent of these fifty institutions offered elementary typewriting in some form. In some cases, it was only a semester course; in others it was a year course. Subdividing this percentage, the teachers colleges represented 44 per cent; the universities 12 per cent; the liberal arts colleges 28 per cent; and the state colleges 14 per cent.

Two per cent of the institutions studied expected their students to come to the institutions already equipped with a semester of elementary typewriting.

Advanced Typewriting: In the field of advanced typewriting, 98 per cent of the institutions studied offered it;

TABLE III
CURRICULAR OFFERINGS IN SELECTED
TEACHER-EDUCATION INSTITUTIONS

<u>Courses</u>	<u>Frequency</u>				<u>Percentages</u>				<u>T.</u>
Elementary Type.	22	6	14	7	44	12	28	14	98
Advanced Type	22	6	14	7	44	12	28	14	98
Elementary Short.	23	6	14	7	46	12	28	14	100
Advanced Short.	23	6	14	7	46	12	28	14	100
Transcription	10	1	8	3	20	2	16	6	44
Secretarial Practice	13	2	7	2	26	4	14	4	48
Office Typing Prob.	1	-	2	1	2	-	4	2	8
Methods Courses	20	4	11	6	40	8	22	12	82
Directed Teaching	22	7	12	7	44	14	24	14	96
	State Teachers Colleges	Universities	Liberal Arts Colleges	State Colleges	State Teachers Colleges	Universities	Liberal Arts Colleges	State Colleges	Total Percentages

and broken down, 44 per cent teachers colleges, 12 per cent universities, 28 per cent liberal arts colleges, and 14 per cent state colleges.

Elementary and Advanced Shorthand: Of the fifty institutions studied, it was found that every one offered elementary and advanced shorthand--46 per cent teachers colleges, 12 per cent universities, 28 per cent liberal arts colleges, and 14 per cent state colleges. See Table III, Page 39.

Transcription: As far as transcription is concerned, this was offered as a separate course in 44 per cent of the institutions studied. It is felt that in most cases this course was combined with the advanced shorthand or with the secretarial training courses. Of this 44 per cent; 20 per cent were teachers colleges, 2 per cent were universities, 16 per cent were liberal arts colleges, and 6 per cent were state colleges.

Secretarial Practice: Secretarial Practice was listed in a variety of ways in the catalogs, but all courses that were not strictly shorthand or typewriting or transcription, but which included secretarial office procedures as well, have been grouped under this heading.

It was found that 48 per cent of the institutions offered this subject in their curricula: 26 per cent teachers colleges, 4 per cent universities, 14 per cent liberal arts colleges, and 4 per cent state colleges.

Office or Business Typing Problems: Office or business typing problems as such were offered by only 8 per cent of the institutions studied: 2 per cent teachers colleges, 4 per cent liberal arts colleges, and 2 per cent state colleges.

Methods Courses: Under methods courses were included methods of teaching either typewriting or shorthand or methods in the teaching of business subjects where the business subjects listed secretarial science as one course.

Eighty-two per cent of the institutions studied offered methods courses in secretarial science. The teachers colleges represented 40 per cent; the universities 8 per cent; the liberal arts colleges 22 per cent; and the state colleges 12 per cent.

Directed Teaching: Directed Teaching was listed in various ways: supervised teaching, observation, practice teaching, methods and teaching, student teaching. Wherever this subject involved the actual classroom practice in teaching and planning secretarial science, it has been included under the heading of directed teaching. Of the institutions studied, 96 per cent offered directed teaching in their curricula: 44 per cent teachers colleges, 14 per cent universities, 24 per cent liberal arts colleges, and 14 per cent state colleges.

It is significant at this point to note that back in 1938 when Shields made his study of commercial teacher-

training programs from 1928 to 1938, that methods courses were being introduced in some of these institutions and that some of these same institutions were requiring a certain number of hours of practice teaching.¹

Now, in 1946, we find that 96 per cent of the teacher-education institutions studied offer, and in many cases require a certain number of hours of directed teaching. Eighty-two per cent of these institutions offer methods courses in the field of secretarial science.

Shields also found that shorthand courses were reduced in 1938 in many cases to one-year courses.²

From Table III, Page 39, it is quite evident that shorthand occupies more than a year's space in the four-year curriculum of each teacher-education institution studied. This is without a doubt due to the fact that business-teacher education has been demanded rather than proffered in our curricula in colleges today.

¹Shields, H. G. An Evaluation of Changes in Commercial Teacher Training Programs from 1928-1938. National Association of Business Teacher Training Institutions. Bulletin No: 17. July 1939.

²Ibid.

SUBJECT MATTER CONTENT OF SECRETARIAL SCIENCE COURSES
IN SELECTED TEACHER-EDUCATION INSTITUTIONS

Although the curricular offerings are wide and varied, it will be noted that the subject matter content can be grouped under headings typical of many of the fifty institutions studied. In making this study, each subject has been taken, and the subject matter content listed in each institution's catalog tabulated under a set list of topics, covered in a high percentage of the institutions studied.

Elementary Typewriting: The points that have been included under elementary typewriting (see Table IV, Page 44) include: accuracy, care of the machine, centering, drills, envelopes, fundamentals of typewriting, keyboard, letters, position, rhythm, speed, tabulation, technique, working mechanical parts, and others.

In many cases, the subjects were listed but no description of the subject matter covered in each course was given. These were tabulated in order to find the percentage of institutions which have catalogs which do not give sufficient information for the guidance of students wishing to attend the specific institution.

On Table IV, Page 44, it is significant that 54 per cent of the institutions studied considered the mastery of the keyboard as a necessary part of the fundamentals to mention it in the catalogs. It is also interesting to note

TABLE IV

SUBJECT MATTER CONTENT IN ELEMENTARY TYPEWRITING
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	Accuracy	Care of Machine	Centering	Drills	Envelopes	Fundamentals	Keyboard	Letters	Position	Rhythm	Speed	Tabulation	Technique	Working Mech.	Others	Subject Matter Content Not L.
State Teachers Colleges	7	2	2	3	-	2	12	12	2	2	11	10	15	6	8	1
Universities	1	1	-	3	-	1	2	-	-	-	2	-	-	-	-	2
Liberal Arts Colleges	4	1	1	4	4	1	8	11	-	-	4	5	5	1	4	1
State Colleges	5	-	-	-	1	3	5	4	-	-	5	1	4	-	2	-
TOTALS	17	4	3	10	5	7	27	27	2	2	22	16	24	7	14	4
PERCENTAGES	34	8	6	20	10	14	54	54	4	4	44	32	48	14	28	8

44 per cent of the institutions studied considered speed as a definite part of the elementary typewriting course and that 34 per cent considered accuracy as a very important point to be stressed. This may account for the fact that the DuFrain studies proved that speed emphasis first in the teaching of beginning typewriting proved more successful in the final outcome than the stressing of accuracy first.¹

Only 4 per cent of these selected institutions included rhythm in their description of their elementary typewriting courses. This is in line with modern teaching methodology.

In making a study of elementary typewriting, the course has been grouped purposely for comparison into full year courses. In many cases elementary typewriting was offered under the heading of beginning typewriting, and then intermediate typewriting. Combinations have been used in order to form a definite basis for comparison.

In 8 per cent of the institutions studied, no description was given in the catalog of the courses being offered.

In Table IV, Page 44, it may be noted that 92 per cent of the institutions studied described the courses offered in some way. This percentage was derived from the 8 per cent listed in the table as not describing the courses, since 100 per cent is the basis.

¹DuFrain, Viola. The Practicability of Emphasizing Speed before Accuracy in Elementary Typewriting. Journal of Business of the University of Chicago. July 1945.

Advanced Typewriting: The same method of tabulating has been used in Table V, Page 47, which shows the subject matter content in Advanced Typewriting in these 50 selected teacher-education institutions. This has been listed and tabulated as a year course for basis of comparison.

The topics found most often listed in the description of the advanced typewriting course were: accuracy, billing, business correspondence, business forms, business papers, business reports, carbon copies, dictation, drill, legal documents, literary reports, manuscripts, production tests, remedial instruction, rough drafts, secretarial typing, speed, special techniques, statistical work, stencil cutting, tabulation, timed tests, transcription, and others.

It was found that 8 per cent of the institutions studied did not list any description of the advanced typewriting course. It is significant to note that only 2 per cent of the institutions studied listed timed tests as part of the subject matter stressed in advanced typewriting.

Twelve per cent listed that production tests were included. Tabulation, speed, legal documents, and manuscripts covered the greatest percentages listed: 40 per cent tabulation, 46 per cent speed, 28 per cent legal documents, and 28 per cent manuscripts.

Very little remedial instruction was listed specifically (2 per cent) which probably is compensated by the fact that

TABLE V
SUBJECT MATTER CONTENT IN ADVANCED TYPEWRITING
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	Accuracy	Billing	Bus. Corres.	Bus. Forms	Bus. Papers	Bus. Reports	Carbon Copies	Dictation	Drill	Legal Docu.	Literary Rep.	Manuscripts	Production test	Remedial Inst.	Rough Drafts	Sec'l. Typing	Speed	Special Tech.	Statistical	Stencil Cutting	Tabulation	Timed Tests	Transcription	Others	Description Not Listed
S. T. C.	2	3	11	3	3	5	2	1	2	8	2	10	3	1	4	4	9	1	1	8	9	1	3	4	1
University	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	1	2	-	-	-	-	-	-	4	2
L. A. C.	2	-	3	1	2	-	1	3	-	2	1	2	2	-	2	1	11	1	1	4	7	-	4	1	1
State C.	-	3	1	3	-	1	-	-	1	4	-	2	1	-	1	2	1	1	1	1	4	-	-	-	-
TOTALS	4	6	15	7	5	6	3	6	3	14	3	14	6	1	7	8	23	2	2	13	20	1	9	5	4
PER CENT	8	12	30	14	10	12	6	12	6	28	6	28	12	2	14	16	46	4	4	26	40	2	18	10	8

S. T. C. - State Teachers College
 L. A. C. - Liberal Arts College
 State C. - State College

most teachers include this type of instruction, but not under any separate heading--rather in disguise. Thirty per cent stressed business correspondence as an integral part of the advanced typewriting program. This is as it should be.

Elementary Shorthand: It was found in making a study of the subject matter content in elementary shorthand that 94 per cent of the institutions studied listed a description of the course. Sixty-eight per cent of these institutions stated the Gregg system of shorthand being offered at the present time. (Table VI, Page 49) The other institutions made no mention of the system being used with the exception of one liberal arts college that listed Gregg as well as the Thomas system of shorthand being offered.

The following topics were considered the most common listed under the descriptions of the content being covered in the course: accuracy, dictation, direct method of approach, drills, functional method of approach, fundamentals, Gregg shorthand system, phonetics, plate reading, reading shorthand, transcription, writing shorthand, and others.

Those institutions not giving a description of the course work covered in elementary shorthand were 4 per cent of those studied. It may be noted on Table VI, Page 49, that 68 per cent of those institutions studied offered the Gregg system of shorthand. Thirty-four per cent stressed reading shorthand as an important feature.

TABLE VI

SUBJECT MATTER CONTENT IN ELEMENTARY SHORTHAND
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	Accuracy	Dictation	Direct Method	Drills	Functional Method	Fundamentals Short	Gregg Shorthand	Phonetics	Plate Reading	Reading Shorthand	Transcription	Writing Shorthand	Others	Description not Listed in Catalog
State Teachers College	1	9	1	2	3	24	12	1	2	12	8	9	2	1
University	-	1	-	-	-	5	5	-	-	-	2	-	-	-
Liberal Arts College	-	2	-	-	1	13	12	-	-	1	2	1	1	1
State College	-	2	-	-	-	5	5	-	-	4	-	3	-	-
TOTALS	1	14	1	2	4	47	34	1	2	17	12	13	3	2
PERCENTAGES	2	28	2	4	8	94	68	2	4	34	24	26	6	4

Most of the catalogs failed to give any information as to the method of approach being used in the teaching of elementary shorthand, but 2 per cent listed the direct method of approach, and 8 per cent listed the functional method of approach.

In most cases (94 per cent) all that was listed under the description of the course was a study of fundamentals or principles of Gregg Shorthand. The most significant data from the tabulations made, however, was that 28 per cent and 24 per cent respectively of these fifty institutions studied, mentioned that dictation and transcription, of a simple nature, was pursued in the first year of shorthand.

Advanced Shorthand: In making a study of the subject matter content in advanced shorthand, the following topics listed in Table VII, Page 51, appeared most often in the description given in each catalog studied: accuracy, articles, brief forms, dictation, drill, letter forms, mailability, office procedures, phrasing, production tests, reporting, skill in reading, speed, theory review, transcribing procedure, and others. Of the fifty institutions studied, 8 per cent did not list a description of the course.

From Table VII, Page 51, it appeared that dictation and transcription occupied and received major emphasis in advanced shorthand even though the course was still listed as shorthand rather than dictation and transcription.

TABLE VII

SUBJECT MATTER CONTENT IN ADVANCED SHORTHANDIN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	Accuracy	Articles	Brief Forms	Dictation	Drill	Letter Forms	Malleability	Office Procedures	Phrasing	Production Tests	Reporting	Skill in Reading	Speed	Theory Review	Transcribing Proceed.	Transcription	Vocabulary Building	Others	Description Not Listed in Catalogs
State Teachers College	5	1	1	19	3	3	-	1	3	1	1	8	10	9	-	19	8	1	1
University	-	-	-	4	1	-	-	2	1	-	-	1	2	-	1	4	1	1	2
Liberal Arts College	-	1	-	11	1	1	3	-	1	1	2	4	7	4	-	12	3	1	1
State College	-	-	1	7	-	1	-	2	1	-	1	3	2	4	-	7	2	2	-
TOTALS	5	2	2	41	5	5	3	5	6	2	4	16	21	17	1	42	14	5	4
PERCENTAGES	10	4	4	82	10	10	6	10	12	4	8	32	42	34	2	84	28	10	8

Dictation was listed by 82 per cent of the institutions studied, and transcription was listed by 84 per cent of those studied. Only 6 per cent listed mailability as one of the essential parts of the course in advanced shorthand.

It would seem that the description in many cases lacked the significant facts about the course, as the common trend is to check on mailability in dictation and transcription.

From the data in Table VII, Page 51, it will be noted that 34 per cent stressed review of theory of fundamentals in the advanced course in shorthand. Only 4 per cent listed production tests as part of the work in advanced shorthand.

Transcription: In Table VIII, Page 53, is tabulated the frequency with which certain types of subject matter content appeared in the description of the course in transcription in catalogs of fifty institutions offering teacher education in the secretarial science field.

Almost one-half or 48 per cent of the institutions did not list a separate course in transcription. In many cases, transcription is considered an integral part of some other course in the curriculum, such as advanced shorthand, advanced typewriting, secretarial practice, etc.

Table VIII, Page 53, shows that descriptions of the course included: accuracy, dictation, drills, mailability, office procedures, phrasing, production tests, reading, reporting, secretarial problems, speed, transcription, typing

TABLE VIII
SUBJECT MATTER CONTENT IN TRANSCRIPTION IN 50 SELECTED
TEACHER-EDUCATION INSTITUTIONS

	Accuracy	Dictation	Drills	Malleability	Office Procedures	Phrasing	Production Tests	Reading	Reporting	Sec'l. Problems	Speed	Transcription	Typing Skill	Vocabulary Bldg.	Others	Description Not Listed	No Separate Course in Transcription
State Teachers College	2	7	2	1	-	1	1	1	1	1	6	7	1	3	2	2	14
University	-	-	-	-	1	-	-	-	-	1	1	-	-	-	1	-	2
Liberal Arts College	-	9	1	2	-	-	-	-	-	2	3	9	1	1	-	1	4
State College	-	3	-	-	-	-	-	-	-	-	1	3	-	1	1	-	4
TOTALS	2	19	3	3	1	1	1	1	1	4	11	19	2	5	4	3	24
PERCENTAGES	4	38	6	6	2	2	2	2	2	8	22	38	4	10	8	6	48

skill, and vocabulary building. In each instance, the data presented by the teachers colleges appeared more detailed in comparison with the other types of institutions.

It was found from the tabulated data that 38 per cent of the institutions studied stressed dictation and also 38 per cent stressed transcription. It is understood that dictation and transcription are the most important part of any course in transcription (insofar as shorthand in and of itself is but a tool or a means to an end) but in most cases, other forms of remedial and review work are also used and we find that 22 per cent of the schools reporting stated that speed was an important factor.

In the case of reporting, phrasing, production tests, office procedures and reading, only one school in each case was tabulated as describing this feature in their catalog (2 per cent,). (See Table VIII, Page 53.)

Secretarial Practice: Table IX, Page 55, shows the subject matter content in secretarial practice or training in 50 selected teacher-education institutions listed for study in this paper. Fifty per cent of the schools evaluated, listed no such course being offered at the present time. It is felt that many of the colleges combine their advanced secretarial science courses into one, such as advanced typewriting or advanced shorthand.

The general description of the secretarial practice

skill, and voluntary building. In each instance, the data presented by the teachers collected appeared more detailed in comparison with the other types of instructions.

It was found from the tabulated data that 38 per cent of the instructions studied stressed distance and also 38 per cent stressed concentration. In a subsequent study distance and concentration were the most important parts of any course in instruction (Lipset as mentioned in and of itself is but a tool or a means to an end) but in most cases, other forms of remedial and review work are also used and we find that 38 per cent of the schools reporting stated that speed was an important factor.

In the case of reporting, cheating, production test, other procedures and results, only one school in each case was tabulated as describing this course in their catalog. It

was found, (See Table VIII, Page 33.)

Instructional Methods: Table IX, Page 34, shows the subject matter content in secondary practice or training in 50 selected teacher-education institutions listed for study in this report. This report of the schools visited, listed no more than what appeared at the present time. It is felt that many of the colleges containing these advanced materials advance courses and also, which are advanced training or advanced experience.

The general description of the general AI practice

TABLE IX

SUBJECT MATTER CONTENT IN SECRETARIAL PRACTICE OR TRAINING
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	Accuracy	Bus. Correspond.	Court Reporting	Dictation	Office Typing	Review of Prin.	Routine Procedure	Sec'l. Problems	Speed	Transcription	Type. Records	Others	No such course Listed
State Teachers College	3	3	1	9	5	2	9	9	5	8	2	2	9
University	-	-	-	-	-	-	2	2	-	-	-	2	4
Liberal Arts College	2	1	-	4	3	1	2	4	2	4	1	1	8
State College	1	-	-	1	2	-	2	2	1	1	-	-	4
TOTALS	6	4	1	11	10	3	15	17	8	13	3	5	25
PERCENTAGES	12	8	2	22	20	6	30	34	16	26	6	10	50

PERCENTAGES	TS	8	55	30	34	75	50	9	10	20
	0	4	11	12	11	8	13	3	2	28
State College	1	-	1	5	5	1	1	-	-	4
	5	1	4	5	4	5	4	1	1	8
	-	-	-	5	5	-	-	-	5	4
State Teachers College	3	3	0	0	0	2	0	5	5	0
Placed No such colleges										

IN 20 SELECTED TEACHER-EDUCATION INSTITUTIONS
SUBJECT MATTER COVERED IN SECRETARIAL EXERCISE OF TRAINING

course (Table IX, Page 55) included such subject matter areas as: accuracy, business correspondence, court reporting, dictation, general office typing, review of shorthand principles, routine procedures, secretarial problems, speed, transcription, typewritten records, and others.

Thirty-four per cent of the 50 per cent offering secretarial practice stressed secretarial problems, while 22 per cent stressed dictation and 26 per cent transcription.

In 30 per cent of the schools offering secretarial practice, routine procedures in the office were listed as being an essential part of the course. It is interesting to note that only one school out of those studied listed court reporting, which can be classified as a more highly specialized course than one being offered in teacher-education curricula.

Secretarial practice seems to be a catch-all for the routine skills that one does not get in more specific subjects as typewriting and shorthand. As yet not too many of the institutions studied feel a necessity for including it in their programs.

Methods Courses in Secretarial Science: From Table III, Page 39, it was found that 82 per cent of the institutions studied offered methods courses in the teaching of secretarial science. The subject matter content in these methods courses varied, but the items listed in Table X, Page 57, were those appearing most frequently as the catalog information was tabu-

TABLE X
SUBJECT MATTER CONTENT IN METHODS COURSES
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	Approach	Approved Methods	Class Procedures	Demonstration	Evaluation	Learning Stages	Motivation	Objectives	Organization	Selection of Material	Standards of Achieve.	Teaching Aids	Testing	Trends	Others	No Course Given	No Description
State Teachers College	7	12	5	4	4	-	5	3	6	4	-	-	1	-	-	3	3
University	-	2	1	-	-	1	-	1	3	-	-	1	1	1	-	2	1
Liberal Arts College	1	8	4	-	-	1	-	3	2	3	2	3	1	1	2	4	1
State College	2	5	4	-	-	-	1	-	2	5	-	-	2	-	-	1	-
TOTALS	10	27	14	4	4	2	6	7	13	12	2	4	5	2	2	10	5
PERCENTAGES	20	54	28	8	8	4	12	14	26	24	4	8	10	4	4	20	10

ADVANTAGES OF COLLEGE	50	45	35	25	15	10	5	4	3	2	1	0	No description
State College	3	2	1	1	1	1	1	1	1	1	1	1	No courses given
	1	3	1	1	1	1	1	1	1	1	1	1	Others
University	-	3	1	1	1	1	1	1	1	1	1	1	Trains
	1	3	1	1	1	1	1	1	1	1	1	1	Testing
State Teachers College	1	1	1	1	1	1	1	1	1	1	1	1	Teaching Aids
	1	1	1	1	1	1	1	1	1	1	1	1	Standards of achievement
	1	1	1	1	1	1	1	1	1	1	1	1	Selection of material
	1	1	1	1	1	1	1	1	1	1	1	1	Organization
	1	1	1	1	1	1	1	1	1	1	1	1	Objectives
	1	1	1	1	1	1	1	1	1	1	1	1	Motivation
	1	1	1	1	1	1	1	1	1	1	1	1	Learning stages
	1	1	1	1	1	1	1	1	1	1	1	1	Evaluation
	1	1	1	1	1	1	1	1	1	1	1	1	Demonstration
	1	1	1	1	1	1	1	1	1	1	1	1	Class procedures
	1	1	1	1	1	1	1	1	1	1	1	1	Approved methods
	1	1	1	1	1	1	1	1	1	1	1	1	Approach

IN 20 SELECTED TEACHER-EDUCATION INSTITUTIONS
 SUBJECT MATTER CONTENT IN VARIOUS COURSES

TABLE X

lated for the description of the subject matter content.

Those items listed most often included: approach, approved methods, class procedures, demonstration, evaluation, Learning stages, motivation, objectives, organization, selection of materials, standards of achievements, teaching aids, testing, trends, and others.

Stress has been placed on classroom procedures from the tabulation. Twenty-eight per cent of the institutions stressed classroom procedure, while 26 per cent stressed organization, and 8 per cent stressed teaching aids.

Fifty-four per cent included the approved methods of approach. This upholds the findings of Studebaker, who made a study of the role of special methods courses in business teacher-training curriculum, from which he concluded that special methods courses were essential and that the materials and methods should play an important part in these courses.¹

The fact that methods courses should be flexible and that this point has not changed in the last few years is significant because in each instance many methods of approach were listed rather than one set method. It is felt that methods courses should be flexible enough that students may be taught

¹Studebaker, M. E. The Role of Special Methods Courses and Student Teaching in Business Teacher-Training Curriculum. National Association of Business Teacher Training Institutions. Bulletin No: 33. May 1944. P. 33-36.

to think for themselves. It is unusual that 20 per cent of the institutions offered no methods courses presented as such, even though in many instances directed teaching was a requirement for those intending to teach business subjects.

It would seem that in many colleges, methods courses were treated as professionalized subject matter, in that methods were presented as part of the subject matter studied in any particular field.

Directed Teaching: One of the important phases of teacher education is directed teaching which is usually given at the end of the four-year course.

In Table XI, Page 60, is found the subject matter content for the course listed as directed teaching.

The most important topics included were: actual teaching, conference, observation, organization of materials, planning, practices, and supervision.

It is important to note that 72 per cent of the institutions studied offered actual teaching experience to their prospective teachers. Fifty-four per cent gave observation as well and it is felt that actual student teaching usually included a certain amount of observation.

The teacher-education curriculum must include some follow-up of the work done in actual teaching, and it was found that 60 per cent of the schools studied conducted directed teaching with conferences.

TABLE XI

SUBJECT MATTER CONTENT IN DIRECTED TEACHING
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	Actual Teaching	Conference	Observation	Organization	Planning	Practices	Supervision	None Offered	Offered but not described
State Teachers College	18	15	12	5	4	4	1	-	3
University	3	3	3	2	2	2	1	-	1
Liberal Arts College	9	8	7	-	2	1	3	2	4
State College	6	4	5	2	3	1	2	-	1
TOTALS	36	30	27	9	11	8	7	2	9
PERCENTAGES	72	60	54	18	22	16	14	4	18

Standsaker, E. E. The Role of Special Methods Courses and Student Teaching in Business Teacher Training Curriculum. National Association of Business Teacher Training Institutions. Bulletin No. 33. May 1944. P. 33-38.

Schools not offering directed teaching of any kind amounted to 4 per cent of the total studied. Courses that were not described in the catalogs were found in 18 per cent of the cases. In 22 per cent of the cases, directed teaching also included planning of the lessons and this is in keeping with what Studebaker suggested in his study of student teaching in the business teacher-education field--that student teaching should be made as real as possible.¹

In conclusion of the study of the subject matter content of the curricular offerings being found in the 1946-1947 catalogs of fifty teacher-education institutions, it is felt that some definite regulations and suggestions should be drawn up by a joint committee, representative of all the teacher-education institutions to set up and maintain a set standard for catalog-presentation of data pertaining to subject matter.

Some schools went to extremes in their description of what was offered; others listed only the most important points; others failed to describe the courses in detail at all. It is difficult to draw any conclusion when it is practically impossible to place any two institutions on the same basis.

Haskew in his findings recommended more unity in working out the common problems of our teacher-education institutions

¹Studebaker, M. E. The Role of Special Methods Courses and Student Teaching in Business Teacher Training Curriculum. National Association of Business Teacher Training Institutions. Bulletin No: 33. May 1944. P. 33-36.

in order that improvement might be shown.¹

CREDIT EVALUATION IN SECRETARIAL SCIENCE
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

Credit evaluation is an important topic to be considered in any study of business teacher-education curricula. The subject of credits being given to secretarial science at the present time in the selected institutions, including state teachers colleges, universities, liberal arts colleges, and state colleges is one of great variance and a controversial matter among high-ranking teacher-education institutions.

Elementary Typewriting: Of the institutions studied, 6 per cent failed to give any credit for elementary typewriting even though the subject was pursued for the first time when a person came to the teacher-education institution. (See Table XII, Page 63.) Of this 6 per cent, 4 per cent were liberal arts colleges and 2 per cent were universities.

Of the 94 per cent of these fifty institutions that offered some and differentiating credit for beginning typewriting, there was great variance. This ties in with the findings of Selby that one-third of the colleges and universities in the United States put some kind of limitation upon the

¹Haskew, L. D. Implications of the Experiences of the Commission on Teacher Education. An Address. National Association of Business Teacher Training Institutions. Bulletin No: 39. June 1946.

TABLE XII
SEMESTER HOUR CREDIT ALLOCATION FOR ELEMENTARY TYPEWRITING
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	0	1	2	3	4	5	6	Not Listed	Median
State Teacher College	-	1	6	9	4	1	1	1	3.44
University	1	-	1	1	1	-	-	2	2.5
Liberal Arts College	2	2	4	-	4	-	2	-	2.25
State College	-	-	3	-	1	-	3	-	4.5
TOTALS	3	3	14	10	10	1	6	3	3.3
PERCENTAGES	6	6	28	20	20	2	12	6	

credit that the courses cover.¹

Six per cent did not list elementary typewriting on their curricula at all, while 6 per cent offered only one semester hour credit for elementary typewriting. Of this 6 per cent, 2 per cent were state teachers colleges, and 4 per cent were liberal arts colleges. More colleges offered 2 semester hours of credit for elementary typewriting than all other combinations of credit--28 per cent offered 2 semester hours of credit, while 20 per cent offered 3, and 20 per cent offered four. Offering six hours of credit were 12 per cent of the institutions studied.

In Table XII, Page 63, the median for state teachers colleges studied was 3.44 credits allotted to elementary typewriting for a one-year course. In the case of the universities studied, 2.5 credits was the median. The Liberal Arts Colleges had a median of 2.25 credits and the state colleges showed a median of 4.5 credits in elementary typewriting. This brought the median for the group of 50 selected institutions to 3.3 credits for elementary typewriting.

Advanced Typewriting: The credit given for advanced typewriting is almost as variable as that in elementary typewriting; however, each institution offered some amount of

¹Selby, Paul O. Collegiate Teaching of Shorthand and Typewriting. National Association of Business Teacher Training Institutions. Bulletin: No: 33. May 1944. P. 3-11.

credit at least. (See Table XIII, Page 66.)

The credit ranged from 2 semester hours to 6 semester hours. Ten per cent revealed no listing of the number of credits given for advanced typewriting in their catalogs.

It is significant to note that 44 per cent of the institutions offered 4 credits for advanced typewriting, while 12 per cent offered 6 credits and 10 per cent offered five.

Out of the 44 per cent, the state teachers colleges offered 24 per cent, the universities 4 per cent, the liberal arts colleges 10 per cent, and the state colleges 6 per cent.

In every instance, the teachers colleges offered advanced typewriting for more credit than the other institutions studied.

The data that appears on Table XIII, Page 66, shows that the state college offered advanced typewriting for 2, 3, and 4 credits only. It is also interesting to note that in the case of the university only 2 per cent offered advanced typewriting for 6 credits.

The median for each group is shown on Table XIII, Page 66, and the state teachers colleges studied have a median of 4.5 semester hours of credit in advanced typewriting, while the universities have 4.25, the liberal arts colleges 4.6, and the state college 3.5. The median for the whole group is 4.48 credits in advanced typewriting.

TABLE XIII

SEMESTER HOUR CREDIT ALLOCATION FOR ADVANCED TYPEWRITING
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Not Listed	Median
State Teachers College University	2	3	12	3	2	1	4.5
Liberal Arts College	-	-	2	-	1	3	4.25
State College	3	1	5	2	3	1	4.6
	2	1	3	-	-	-	3.5
TOTALS	7	5	22	5	6	5	4.48
PERCENTAGES	14	10	44	10	12	10	

Elementary Shorthand: The credits in elementary shorthand are shown on Table XIV, Page 68. The most popular number of credits being allowed for elementary shorthand was 4. The range was from 2 to 10 semester hours of credit.

Forty per cent of the institutions studied gave 6 credits, while only one college (2 per cent) gave no credit at all for elementary shorthand.

Credits in elementary shorthand were not listed in 4 per cent of the cases.

The median was figured for the individual types of institutions studied (Table XIV, Page 68) as well as for the total of the fifty selected teacher-education institutions studied and it was found that the median for the liberal arts colleges was the highest--6.8 while the median for the universities was the lowest in the group--6.5.

The median number of credits being allotted to elementary shorthand in the selected group of teacher-education institutions was 6.45.

Advanced Shorthand: In making a study of the advanced shorthand course in each catalog, courses in transcription as well as advanced dictation were included. This was a year course in each instance.

In Table XV, Page 69, it may be noted that credits varied from 2 semester hours of credit to 7 semester hours of credit.

TABLE XIV

SEMESTER HOUR CREDIT ALLOCATION FOR ELEMENTARY SHORTHAND
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	<u>0</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	<u>8</u>	<u>9</u>	<u>10</u>	Not Listed	Median
State Teachers College University	-	-	-	-	3	4	7	1	6	-	1	1	6.57
Liberal Arts College	-	-	-	-	1	-	3	-	-	-	1	1	6.5
State College	1	-	1	-	5	1	6	-	-	-	1	-	6.8
TOTALS	-	-	-	-	-	-	4	1	-	-	1	-	6.7
PERCENTAGES	1	-	1	-	9	5	20	2	6	-	4	2	6.45
	2	-	2	-	18	10	40	4	12	-	8	4	

TABLE XV
SEMESTER HOUR CREDIT ALLOCATION FOR ADVANCED SHORTHAND
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	<u>7</u>	Not Listed	Median
State Teachers College	3	5	6	3	4	-	2	4.4
University	-	2	1	-	1	1	1	4.5
Liberal Arts College	2	4	2	1	5	-	-	4.5
State College	2	-	-	1	4	-	-	6.04
TOTALS	7	11	9	5	14	1	3	4.56
PERCENTAGES	14	22	18	10	28	2	6	

Six hours of credit were allowed in 28 per cent of the cases studied.

The catalogs not having a listing of the credits allowed in this course were 6 per cent of the cases. Only one university (2 per cent) offered seven hours of credit.

It will be noted that 22 per cent of the institutions studied offered 3 credits, while 18 per cent offered 4 credits. Individually listed, as shown on Table XV, Page 69, under the 22 per cent were: state teachers colleges 10 per cent, universities 4 per cent, and liberal arts colleges 8 per cent. Listed under the 18 per cent were: 12 per cent state teachers colleges, 2 per cent universities, and 4 per cent liberal arts colleges.

The medians were calculated for advanced shorthand and there was very little variation in the different types of institutions studied--4.5 was the average median number of credits being given and this was true in the case of the liberal arts college and the university.

The median for the entire group was 4.56.

Secretarial Practice: There was great variation in the listing of secretarial practice in the catalogs used, but all those courses having comparatively like descriptions of the subject matter covered, have been listed under secretarial practice. The names most commonly used for this course included: secretarial and office practice, secretarial practice

and office training, advanced secretarial practice, office procedures, secretarial science, secretarial work, secretarial training, integrated secretarial practice, etc. All these were grouped under the heading of secretarial practice where the subject matter covered corresponded comparatively.

In Table XVI, Page 72, it may be noted that credits ranged from 2 to 6 hours of credit.

Forty-four per cent of the institutions studied offered no course in secretarial practice at the present time. The university and state college offered the least in this field.

It is significant to note on Table XVI, Page 72, that 20 per cent allowed credit of three hours, and that 6 per cent offered credit for four hours. It would seem that secretarial practice in some form should be included in a program for teachers of secretarial science in order to perceive the adaptation of subject matter to everyday business. This corroborates the fact brought out by Selby in his study of teacher education that understanding of the utility of subject matter is essential to the training of prospective teachers.¹

In Table XVI, Page 72, is listed the medians for each group and it will be noted that the university had the lowest

¹Selby, Paul O. Collegiate Teaching of Shorthand and Typewriting. National Association of Business Teacher Training Institutions. Bulletin No: 33. May 1944. P. 3-11.

TABLE XVI

SEMESTER HOUR CREDIT ALLOCATION FOR SECRETARIAL PRACTICE
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>	<u>6</u>	Not Listed	Median	Not Offered
State Teachers College	1	6	2	1	4	1	3.9	6
University	1	-	-	-	1	-	2.9	5
Liberal Arts College	1	3	-	1	3	-	3.9	6
State College	1	1	1	-	-	-	3.5	5
TOTALS	4	10	3	2	8	1	3.95	22
PERCENTAGES	8	20	6	4	16	2		44

median for the credits being given in secretarial practice for a period of one year, with a median of 2.9. The median for state teachers colleges and liberal arts colleges was identical--3.9, while that of the state college was 3.5. The median for the entire group was 3.95.

Methods Courses in Secretarial Science: In Table XVII, Page 74, is listed the number of teachers colleges, universities, liberal arts colleges, and state colleges of the group of fifty studied, that offered methods courses for credit.

In some instances, separate courses were given in methods of teaching typewriting and methods of teaching shorthand. However, in tabulating, each institution received credit for one course in methods rather than two.

From Table XVII, Page 74, it can be noted that 20 per cent of the institutions studied offered no methods courses of any kind and in these institutions, methods must have been worked in with regular subject matter courses and in two instances worked in with practice teaching.

There were 8 per cent of these institutions that offered the course but did not list the credit to be given. It will be noted on the table that 22 per cent of the cases offered 2 credits, 20 per cent offered 3 credits, 10 per cent offered 4 credits, 4 per cent offered 5 credits, and 14 per cent offered 6 credits.

Medians were calculated in Table XVII, Page 74, and it

TABLE XVII

SEMESTER HOUR CREDIT ALLOCATION FOR METHODS COURSES
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	2	3	4	5	6	7	8	Not Listed	Not Offered	Median
State Teachers College	3	6	1	2	3	-	1	2	5	3.8
University	1	1	1	-	1	-	-	1	1	3.9
Liberal Arts College	3	3	2	-	2	-	-	1	3	3.66
State College	4	-	1	-	1	-	-	-	1	2.75
TOTALS	11	10	5	2	7	-	1	4	10	3.70
PERCENTAGES	22	20	10	4	14	-	2	8	20	

was found that the median for state teachers colleges in methods courses was 3.8; in universities 3.9; in liberal arts colleges 3.66; and in state colleges 2.75. The median for the 50 institutions studied was 3.70.

SEQUENTIAL COURSE PATTERNS IN SECRETARIAL SCIENCE IN THE
FOUR-YEAR CURRICULUM IN FIFTY SELECTED TEACHER-EDUCATION
INSTITUTIONS

By sequential course patterns in secretarial science is meant the systematic group of courses or sequence of subjects required for graduation in a particular field of study.

As each catalog was studied for the four-year placement of each subject included under secretarial science, it was found that many catalogs failed to give this information.

In 22 per cent of the fifty institutions studied, no listing of the four-years' work was given in the catalog. This is easily understood in that most colleges prefer individual guidance in choosing a program and four-year schedule; therefore, it was felt unnecessary to include such data in the catalog itself.

Placement of Shorthand in the Four-Year Curriculum:

Table XVIII, Page 76, shows that placement of shorthand in the four-year curriculum as was found from the study of the catalogs. The group of institutions were broken down into four groups: state teachers colleges, universities, liberal

TABLE XVIII

PLACEMENT OF SHORTHAND IN THE FOUR-YEAR CURRICULUM
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	Not Listed	1&2	Years 1&2&3		2&3&4
State Teachers College	5	7	5	6	-
University	1	1	2	1	1
Liberal Arts College	3	2	1	5	3
State College	2	3	1	1	-
TOTALS	11	13	9	13	4
PERCENTAGES	22	26	18	26	8

arts colleges, and state colleges, and then information about the offering in shorthand, which would include elementary shorthand, advanced shorthand, dictation and transcription, etc., was tabulated according to its placement in the four-year curriculum of the individual institution.

In the case of the state teachers colleges, out of the 50 institutions studied, 7 offered shorthand in the first and second years only, 5 offered it in the first, second, and third years, while 6 offered it in the second and third years only. In the universities, out of the group of 50 institutions studied, 1 offered shorthand in the first and second years only; 2 offered it in the first, second, and third years; only 1 offered it in the second and third years only; and 1 offered it in the second, third, and fourth years. Of the liberal arts colleges studied, 2 offered shorthand in the first and second years only; 1 offered it in the first, second, and third, and 5 offered it in the second and third years, and 3 in the second, third, and fourth years.

Three state colleges offered shorthand in the first and second years, 1 in the first, second, and third years, and 1 offered it in the second and third years.

From the facts just listed, it is evident that shorthand extended throughout the four-year curriculum. However, 26 per cent of the institutions studied listed shorthand as being offered in the second and third years. Twenty-six per

cent also listed shorthand in the first and second years. These seemed to be the most popular combinations in the institutions studied.

Many colleges seem to place shorthand in the second year of the curriculum because they usually require some typewriting as a prerequisite for taking shorthand, and where this is the case, typewriting is pursued in the first year of the course.

There was a definite concentration of shorthand in the first and second, and first, second, and third year combinations.

From Table XVIII, Page 76, it may be seen that very few colleges (8 per cent) extended shorthand courses into the fourth year of the curriculum. This may be due to the fact that the fourth year is usually devoted to the methods courses in secretarial science and to directed teaching.

Placement of Typewriting in the Four-Year Curriculum:

Typewriting in the four-year curriculum is shown on Table XIX, Page 79, and in this table typewriting has been taken to include elementary typewriting, intermediate typewriting, advanced typewriting, and office typing problems, etc.

Grouped under the one heading of typewriting, Table XIX, Page 79, shows that 22 per cent of the fifty institutions studied failed to list any placement of typewriting in the four-year curriculum. Of this 22 per cent, the state teachers

TABLE XIX

PLACEMENT OF TYPEWRITING IN THE FOUR-YEAR CURRICULUMIN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	Not Listed	1&2	Years		2&3
			1&2&3	1&2&3&4	
State Teachers College	5	10	5	-	3
University	1	1	3	-	1
Liberal Arts College	3	2	6	1	2
State College	2	3	2	-	-
TOTALS	11	16	16	1	6
PERCENTAGES	22	32	32	2	12

colleges represented 10 per cent; the universities 2 per cent; the liberal arts colleges 6 per cent; and the state colleges 4 per cent.

Thirty-two per cent of the selected institutions placed typewriting in the first and second years of the curriculum only, while 32 per cent placed typewriting in the first, second, and third years of the curriculum. Only 2 per cent of the institutions studied placed typewriting of some kind in all the four years of college work.

From Table XIX, Page 79, it seems that typewriting was most popular in the first three years of the college curriculum and this is as it should be, since typewriting is one of the basic skill-subjects upon which rests such subjects as transcription, and secretarial office practice. Only 12 per cent of the institutions offered typewriting in the second and third years of the curriculum.

Placement of Methods in the Four-Year Curriculum:

Table XX, Page 81, illustrates the placement of the methods courses in the secretarial science curriculum. All methods courses are offered in the third and fourth year of the course. This probably is due to the fact that practice teaching usually occurs in the fourth year of the curriculum and the most recently studied subjects are freshest in the mind.

Again 20 per cent of the cases did not list the place-

TABLE XX

PLACEMENT OF METHODS COURSES IN THE FOUR-YEAR CURRICULUM
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	Not Listed	Not Offered	Years	
			3	4
State Teachers College	5	2	7	9
University	-	2	1	3
Liberal Arts College	3	3	1	7
State College	2	1	1	3
TOTALS	10	8	10	22
PERCENTAGES	20	16	20	44

ment of the methods courses in the four-year curriculum and 16 per cent did not offer any methods courses at all. This probably is due to the recent development in professionalized teaching of subject matter.

Twenty per cent of the selected institutions listed the third year as the one in which the methods courses were given and 44 per cent listed methods courses in secretarial science being offered in the fourth year.

In many cases the methods courses came in the first semester of the fourth year and were immediately followed in the second semester by directed teaching and supervision.

Placement of Secretarial Training in the Four-Year Curriculum: In Table XXI, Page 83, information as to the placement of secretarial training has been tabulated and it may be noted that the usual placement for this subject is in the third year of the course.

Included in the name of the course, secretarial training, were office practice, secretarial practice, secretarial problems, office procedures, etc.

Thirty-six per cent of the fifty institutions studied did not offer secretarial training at all. Twelve per cent did not list the placement of the secretarial training course in the four-year curriculum.

Although the third year seemed to be the most popular place for secretarial training, 4 per cent of the institutions

TABLE XXI
PLACEMENT OF SECRETARIAL TRAINING IN THE FOUR-YEAR CURRICULUM
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	Not Listed	Not Offered	Year		
			2	3	4
State Teachers College	2	8	2	9	2
University	-	3	-	3	-
Liberal Arts College	2	4	-	3	5
State College	2	3	-	2	-
TOTALS	6	18	2	17	7
PERCENTAGES	12	36	4	34	14

offered it in the second year, while 14 per cent offered it in the fourth year. It is felt that many institutions fail to offer secretarial training because it can so easily be coordinated with other courses offered in the four-year curriculum as advanced typewriting, advanced shorthand, transcription, office problems, etc.

Placement of Practice Teaching in the Four-Year Curriculum: Table XXII, Page 85, shows the placement of practice teaching in the four-year curriculum and in every instance, where it was listed in the catalog, it will be noted that practice teaching came in the fourth year of the course. Seventy-eight per cent of the cases placed practice teaching in the fourth year of the course.

This is as it should be since the student is best able to teach at the end of the studying program rather than early in the four-year course.

Again 22 per cent were not listed for the placement of practice teaching in the four-year outline.

VOCATIONAL STANDARDS TO BE MET IN
THESE 50 SELECTED TEACHER-EDUCATION
INSTITUTIONS

Only those catalogs in which an exact speed in shorthand and typewriting must be attained, before credit would be given for the course, were included in the tabulations made

TABLE XXII
PLACEMENT OF PRACTICE TEACHING IN THE FOUR-YEAR CURRICULUM
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	Not Listed	Year 4
State Teachers College	5	18
University	-	6
Liberal Arts College	4	10
State College	2	5
TOTALS	11	39
PERCENTAGES	22	78

from the catalogs. In those cases where a "marketable speed" was stated, tabulation was not made, since it was not a definite speed.

Seventy per cent of the cases studied stated no special vocational speed as a requirement or an achievement in pursuing the course.

Included in this 70 per cent, were 30 per cent teachers colleges, 12 per cent universities, 18 per cent liberal arts colleges, and 10 per cent state colleges.

Thirty per cent of the cases studied did state a definite speed requirement in courses listed in shorthand and typewriting.

In typewriting, a speed of 50 words per minute must be attained in 6 per cent of the state teachers colleges studied, and a speed of 60 words per minute must be attained in 10 per cent of the state teachers colleges studied.

Table XXIII, Page 87, shows that in shorthand, 10 per cent of the teachers colleges studied required a speed of 100 words per minute and 6 per cent required a speed of 120 words per minute.

In the case of the universities there was not a single instance where vocational standards were stated. Eight per cent of the colleges studied required a speed of 60 words per minute in typewriting and 2 per cent a speed of 70 words per minute in typewriting.

TABLE XXIII

VOCATIONAL STANDARDS TO BE MET IN SELECTEDTEACHER-EDUCATION INSTITUTIONS

	Not Stated	Typewriting			Shorthand	
		50	60	70	100	120
State Teachers College	15	3	5	-	5	3
University	6	-	-	-	-	-
Liberal Arts College	9	-	4	1	-	5
State College	5	-	2	-	-	2
TOTALS	35	3	11	1	5	10
PERCENTAGES	70	6	22	2	10	20

In shorthand, the liberal arts colleges demanded 120 words per minute in 10 per cent of the cases. The vocational standards expected by the state colleges were 4 per cent of the state colleges studied and required 60 words per minute in typewriting, and 4 per cent of these state colleges required 120 words per minute in shorthand.

PRACTICE TEACHING IN SELECTED TEACHER
EDUCATION INSTITUTIONS

Practice teaching in secretarial science was considered from the point of view of whether or not the institutions studied required practice teaching in order to earn the degree conferred by the college.

Practice teaching was required in every case out of the fifty studied with the exception of 2 liberal arts colleges (4 per cent). All the teachers colleges, universities, and state colleges required practice teaching for the degree. The percentages in the individual types of institutions studied were: state teachers colleges 46 per cent, universities 12 per cent, liberal arts colleges 26 per cent, and state colleges 12 per cent.

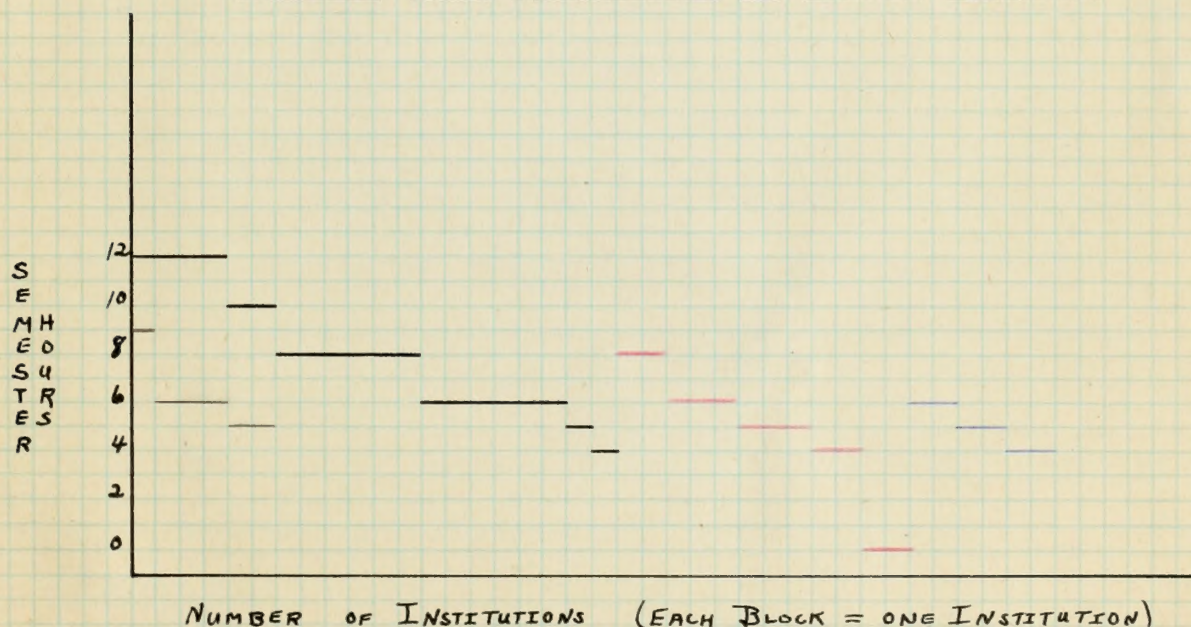
The number of hours required in practice teaching varied from 2 to 12. Table XXIV, Page 89, is known as a postal graph showing the variety of hourly requirements in practice teaching in the various types of institutions used in this

TABLE XXIV

PRACTICE TEACHING REQUIREMENTS IN SELECTED
TEACHER-EDUCATION INSTITUTIONS

	FREQUENCY	PERCENTAGE
State Teachers College	23	46
University	6	12
Liberal Arts College	13	26
State College	<u>6</u>	<u>12</u>
	48	96

SEMESTER HOUR REQUIREMENTS IN PRACTICE TEACHING



Key: STATE TEACHERS COLLEGE —
 UNIVERSITY —
 LIBERAL ARTS COLLEGE —
 STATE COLLEGE —

study. The most popular number of required hours of practice teaching was six, and 14 out of the fifty institutions studied required six.

From the graph, it may be seen that the state teachers colleges seemed to require more practice teaching than the other institutions offering teacher education in the secretarial science field.

DEGREES AWARDED BY THESE 50 SELECTED
TEACHER-EDUCATION INSTITUTIONS

A variety of degrees are awarded by these institutions for work completed in the secretarial science teacher-education field. It was found in tabulating the data from the catalogs, that 12 different degrees were being awarded in the fifty institutions studied and all for relatively very similar work.

Table XXV, Page 91, shows that the Bachelor of Science in Education degree was the most popular degree with 14 teachers colleges and 3 universities and 2 state colleges awarding it.

The Bachelor of Science degree was next with 7 teachers colleges awarding it, 1 university awarding it, and 12 liberal arts college.

All the other types of degrees had one or more institutions of those studied granting them.

The degrees being granted were: Bachelor of Science in

TABLE XXV

DEGREES BEING AWARDED IN SECRETARIAL SCIENCE CURRICULUM
WITH EMPHASIS ON THE TEACHING OF SECRETARIAL SUBJECTS
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	Teachers Colleges	Universities	Liberal Arts Colleges	State College
Bachelor of Science in Education	14	3	-	2
Bachelor of Science	7	1	12	-
Bachelor of Science in Com'l. Ed.	1	-	-	-
Bachelor of Arts in Education	1	-	-	-
Bachelor of Arts with Credentials	-	-	-	1
Bachelor of Science in Com. Teach.	-	1	-	-
Bachelor of Arts	1	-	1	-
Bachelor of Science in Bus. Ed.	1	-	-	-
Bachelor of Science in Bus. Admin.	-	-	1	-
Bachelor of Science in Commerce	1	1	-	-
Bachelor of Science in Sec'l. Sci.	-	-	1	-
TOTALS	26	6	15	3
PERCENTAGES	52	12	30	6

Education, Bachelor of Science, Bachelor of Science in Commercial Education, Bachelor of Arts in Education, Bachelor of Arts with Credentials, Bachelor of Science in Commercial Teaching, Bachelor of Science in Business Education, Bachelor of Science in Business Administration, Bachelor of Science in Commerce, and a Bachelor of Science in Secretarial Science.

PLACEMENT OF TERMINAL PROGRAMS IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

The placement of terminal programs in secretarial science as a separate course program or in conjunction with the prescribed teacher-education program is one that is receiving much attention at the present time.

The reason for the popularity being given to these terminal programs is that it has been found that many pupils attending a teacher-education institution have no desire to teach even when they enter the teacher-education course.

Many colleges have put into their curricula a two- or one-year program entirely separate from the teacher-education program in that identical field for those wishing a short intensive course to prepare them for business.

In making a study of these terminal programs, it was found that in Kalamazoo, Michigan, after a trial period of five years, there was much to be said in favor of these terminal programs.¹

¹Hanna, J. Marshall, Terminal Programs in Teacher Training Institutions. Business Education Outlook. 1946-1947.

It was found from the data collected in Table XXVI, Page 94, that 58 per cent of the institutions studied offered secretarial science terminal programs in conjunction with their regular teacher-education program, while 42 per cent have incorporated separate terminal programs entirely aside from the teacher-education program for which a certificate is issued at the end of the intensive course.

In Table XXVI, Page 94, it is interesting to note that 18 per cent of the colleges studied have started these terminal programs. Twelve per cent of the teachers colleges studied have terminal programs and 6 per cent of the universities and 6 per cent of the state colleges studied have these terminal programs.

PLACEMENT OF TERMINAL PROGRAMS SEPARATE OR IN CONJUNCTION IN 40 SELECTED TEACHER-EDUCATION INSTITUTIONS		Separate
State Teachers College		6
University		3
Liberal Arts College		9
State College		3
TOTAL		21

TABLE XXVI

PLACEMENT OF TERMINAL PROGRAMS IN SECRETARIAL SCIENCE
SEPARATE OR IN CONJUNCTION WITH TEACHER-EDUCATION
IN 50 SELECTED TEACHER-EDUCATION INSTITUTIONS

	Frequency		Percentage
	Separate	Conjunction	Separate
State Teachers College	6	16	12
University	3	3	6
Liberal Arts College	9	6	18
State College	3	4	6
TOTAL	21	29	42
			58

CHAPTER V

SUMMARY AND RECOMMENDATIONS

In this study of the status of secretarial science in selected teacher-education institutions, a variety of types of institutions have been chosen--state teachers colleges, universities, liberal arts colleges, and state colleges.

A total of fifty institutions have been used and information has been tabulated from the catalogs of these institutions. A complete list of teacher-education institutions was compiled by using the list of universities, colleges, and teacher-education institutions, and professional and technological institutions accredited by national and regional accrediting associations as prepared by the United States Office of Education. After the list was completed, a written request for a catalog of each institution for the present year was mailed. As each catalog was received, it was studied carefully to see if the information necessary for the study was available. The data was tabulated on a questionnaire sheet which was constructed with the points to be covered in mind.

From this information a few basic points may be drawn which are significant facts in the field of teacher education. Secretarial science is a field in which all types of institutions are finding themselves in a position where they must

offer it because of the demand on the part of the students enrolling.

RECOMMENDATIONS

Type of Institution: A variety of institutions are offering teacher-education courses in secretarial science. This was particularly true in trying to accumulate catalogs from at least fifty representative teacher-education institutions. It was found necessary to include in the selected institutions: state teachers colleges, universities, liberal arts colleges, and state colleges.

Curricular Offerings in Secretarial Science: In listing the curricular offerings of the institutions studied, it was found that hardly two catalogs listed their subjects in the same way, and yet, after reading a description of the subject, it was easy to realize that they could be summarized under common and yet specific titles.

Therefore, subjects were grouped that seemed to be the same. A wide variety of subjects were offered that combined typewriting and shorthand and the ones common to a large percentage of the institutions studied were grouped as follows: elementary typewriting, advanced typewriting, elementary shorthand, advanced shorthand, transcription, secretarial practice, office typing problems, methods courses in shorthand and typewriting, and directed teaching.

It would seem that some more unified system of listing curricular offerings would help to improve teacher education. This might be done by having representative committees from all over the United States draw up a set curriculum for teacher education in secretarial science. This would be a basic program and any individual felt needs could still be taken care of.

This is definitely in line with Haskew's recommendations for more unity in working out the common problems of teacher-education institutions to show more improvement in teacher education as a whole.¹

In considering the curricular offerings in these selected teacher-education institutions, it was found that many of the courses were common to practically all the institutions studied, as typewriting was found to be offered by 98 per cent of the group. Elementary and advanced shorthand was offered by every one of the fifty institutions studied. Transcription seems to be a subject over which there is much controversy as only 44 per cent of the institutions studied offered it as a separate course. It is felt that transcription can be taught in conjunction with advanced shorthand courses.

¹Haskew, L. D. Implications of the Experiences of the Commission on Teacher Education. An address. National Association of Business Teacher Training Institutions. Bulletin No: 39. June 1946.

Eighty-two per cent of the institutions studied offered methods courses in secretarial science. This is what one would expect to find, since Shields in his study back in 1938 found that there was a tendency to include methods courses in all teacher-education institutions.¹ Musgrave in his study of commercial teacher training in 92 teachers colleges also suggested more methods courses in teacher-education institutions.²

The professionalized subject matter approach seems to be replacing these methods courses in some institutions. In this way, the methods courses are given in conjunction with the regular subject matter of the course. This is in keeping with modern trends in teacher education.

Subject Matter Content of Secretarial Science Courses in the 50 Selected Teacher-Education Institutions Evaluated:

Many of the catalogs failed to list the subject matter content of the secretarial science courses and therefore, it was difficult to draw conclusions applicable to all of the selected institutions. In this point, the weakness seemed to be that some colleges went into great detail while others

¹Shields, H. G. An Evaluation of Changes in Commercial Teacher Training Programs from 1928-1938. National Association of Business Teacher Training Institutions. Bulletin No: 17. July 1939. P. 7-10.

²Musgrave, William Allan. Commercial Teacher Training in 92 Teachers Colleges of the United States. Unpublished Ed. D. Dissertation. Austin, Texas State University. 1944

merely listed one or two relevant facts about the course.

This was particularly true in the case of elementary shorthand as some catalogs merely listed Gregg fundamentals, while others stated speed, brief forms, phrases, drills, simple dictation and transcription, etc.

The same was true of the description in the catalogs of elementary typewriting. Some listed merely the mastery of the keyboard, while still others went into great detail as to accuracy, speed, drills, parts of the machine, care of the typewriter, etc.

The subject matter varied greatly from one school to the next, however, there was enough similarity that with proper planning, some definite procedures might easily be followed.

As far as speed requirements are concerned, very few of the schools in the group studied listed the exact speed to be attained by those wishing to hold a degree or a state certificate to teach secretarial science. Many catalogs only listed "a marketable speed" and it was left to the imagination to decide what speed that should be. A teacher of skill-subjects should be required to meet special requirements if he, in turn, expects his students to do the same.

Speed requirements as in the case of shorthand and typewriting were listed in relatively few catalogs. This is probably because speed emphasis in the skill-subjects is a

comparatively new idea.

Eighty per cent of the institutions studied required prospective secretarial science teachers to take methods courses in shorthand and typewriting. In listing the subject matter content in these methods courses, 28 per cent of the institutions stressed classroom procedure, 26 per cent stressed organization, and 28 per cent stressed teaching aids. However, 54 per cent included the item "methods of approach" in their description of subject matter content in these methods courses. This point shows much improvement in methods courses over a period of years in view of the fact that all the various methods are presented and then the student is left free to choose and mold for himself the methods he wishes to use. Studebaker felt that methods courses should be flexible enough that students may be taught to think for themselves.¹

Credit Allowed in Secretarial Science Courses: Credit allowed in secretarial science courses was also studied and great deviation was present among the institutions studied. For example, in elementary typewriting, credits ranged from none at all to six semester hours of credit for the work offered.

¹Studebaker, M. E. The Role of Special Methods Courses and Student Teaching in Business Teacher Training Curriculum. National Association of Business Teacher Training Institutions. Bulletin No: 33. May 1944. P. 33-36.

In advanced typewriting, credits ranged from 2 to 6 semester hours, while in elementary shorthand, the credits ranged from no credit at all to 10 credits.

Some schools give credit on the quarter hour credit basis and others on the semester hour. In this particular study, each case has been changed to a semester hour basis. If some standard way of registering credit were evolved, it might help to clarify matters and make it easier for transfers from one school to another.

Prejudices still being nurtured in colleges and higher educational institutions against business education must be blotted out before we can expect to find any unity in the direction of teacher education in secretarial science.

Sequential Course Patterns in the Four-Year Curriculum:

Courses listed in catalogs should be outlined in a skeleton four-year curriculum to give the person checking the college for entrance some picture of the work to be pursued in order to accomplish a certain end. In the group of institutions studied, 22 per cent failed to give any sequential course patterns in the four-year curricula. Those that did state the sequential course patterns failed in many instances to list the exact amount of time devoted to each particular study listed.

Of those colleges listing the four-year sequence of courses, shorthand was placed in the first two years or in

the first three years of the four-year curriculum. Very few colleges extended shorthand courses into the fourth year. Typewriting was placed in the first three years of the curriculum, while secretarial practice appeared in the third year most frequently. The methods courses and directed teaching were placed in the fourth year of the stated curriculum. These courses must of their own nature follow the basic skill-subjects of shorthand and typewriting.

Vocational Standards in the Secretarial Science Field:

Vocational standards for the teacher-education course in secretarial science were listed in only a few of the cases. Perhaps this is due to the fact that they are taken for granted, or else, they are laboring under the false conclusions that speed requirements for teachers are not necessary. The present trend is to train the teacher to be as skilled as he expects his students to be in the skill-subjects such as secretarial science.

No vocational standards were stated in 70 per cent of the schools studied in this paper. In the remaining 30 per cent, speed in typewriting ranged from 50 to 70 words per minute, and speed in shorthand ranged from 100 to 120 words per minute.

In many instances, a "marketable speed" was listed in the description of the particular course being studied. This would leave the reader to decide for himself what a marketable

speed would be, and this would certainly vary with the type of position held.

Practice Teaching Requirements in these 50 Selected Teacher-Education Institutions: Practice teaching was required in 96 per cent of the cases studied, and this proves that teacher-education institutions have perhaps unanimously decided that practice teaching is an integral part of any teacher-education program.

The number of hours required of a student in practice teaching has yet not been standardized in any way. State certification of teachers in the particular state in which the college is located has thus far been the determining factor in making the decision about the number of required hours.

Six hours of practice teaching is the most general number of hours required at the present time. No one really knows how much actual teaching goes into this time, as included in these six hours is the observation and joint teaching time rather than strictly teaching. The question of supervision is another controversial one, but it would seem necessary to adjust this to the individual doing the practice teaching.

The state teachers colleges seemed to require more practice teaching than the other schools studied. The number of hours required in practice teaching varied from 2 to 12. Two liberal arts colleges in this study failed to list that

practice teaching was a requirement in their teacher-education program.

Practice teaching should be a requirement in every teacher-education institution because it is only in this way that one can find whether or not a prospective teacher can really teach. Subject matter alone does not make the good teacher, but many other points enter into it. Teaching itself is an art.

Degrees Being Offered in These Selected Teacher-Education Institutions: It was found by this study that a variety of degrees are being offered in the fifty teacher-education institutions studied. The most popular degree is the Bachelor of Science in Education. Since great significance in many cases is placed on the degree held rather than on the course pursued, it is felt that all teacher-education institutions should decide on a definite degree to be conferred on those students meeting the requirements of a major in secretarial science.

To list a few of the degrees being conferred, the following should be included: Bachelor of Science, Bachelor of Science in Commercial Education, Bachelor of Arts in Education, Bachelor of Science in Commercial Teaching, and many others.

Since the work required to earn the degree is relatively the same, it seems that a particular degree should be arrived at which would stand for some particular type of

work done. At the present time, there is so much variety in the degrees being listed, that it is necessary to look beyond the degree in order to find out the field of specialization.

Terminal Programs in These Selected Institutions: There has been a definite leaning in the last few years to install terminal programs in secretarial science for the person not wishing to teach. These have been short intensive courses rather than the varied courses one usually takes in a four-year course. These intensive course programs are of one and two-year duration and a certificate is issued upon the completion of the work.

There are many advantages connected with terminal programs particularly if given in conjunction with the regular teaching program. The student would finish his skill-subjects in the secretarial science field in his first two years, and then in his last two years go on to the more broad teacher-education program. A better choice of prospective teachers might be facilitated by this arrangement. More guidance could be given to the student, too. At the present time, those 58 per cent of the colleges studied, have their terminal programs in conjunction with their teacher education, and this means that a student stopping at the end of two years has no certificate to show what his training has been.

It would seem that the terminal course phase of teacher education is the one that is wide open for study at the

present time, since this is a relatively new idea in teacher-education curricula.

In conclusion, it would seem feasible to suggest a tentative schedule for work in secretarial science in teacher-education institutions, offering a four-year program and conferring a degree to prospective teachers.

FOUR-YEAR WORK PROGRAM IN SECRETARIAL SCIENCE

FIRST YEAR

First Semester	Second Semester
Beginning Typewriting	Intermediate Typewriting
	Beginning Shorthand

SECOND YEAR

First Semester	Second Semester
Intermediate Shorthand	Advanced Shorthand
Advanced Typewriting	Advanced Typewriting

THIRD YEAR

First Semester	Second Semester
Secretarial Practice	Secretarial Practice
Advanced Shorthand	Transcription

FOURTH YEAR

First Semester	Second Semester
Methods of Teaching Typewriting	Directed Teaching and
Methods of Teaching Shorthand	Conference

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6	Georgia	Collegeboro	Georgia Teachers College
7	Illinois	Charleston	Eastern Illinois State Teachers College
8	Illinois	Macon	Western Illinois State Teachers College
9	Illinois	Urbana	University of Illinois
10	Indiana	Anderson	Anderson College
11	Indiana	Muncie	Ball State Teachers College
12	Iowa	Cedar Falls	Iowa State Teachers College
13	Kansas	Pittsburg	Kansas State Teachers College
14	Kentucky	Murray	Murray State Teachers College
15	Louisiana	Natchitoches	Northwestern State College
16	Massachusetts	Boston	Emmanuel College
17	Michigan	Kalamazoo	Western Michigan College
18	Michigan	Mount Pleasant	Central Michigan College of Education
19	Mississippi	Cleveland	Delta State Teachers College

APPENDIX A

NAME AND LOCATION OF SELECTED TEACHER-EDUCATION INSTITUTIONS

1	Alabama	Florence	State Teachers College
2	Arizona	Tucson	University of Arizona
3	Arkansas	Conway	State Teachers College
4	California	San Diego	San Diego State College
5	Connecticut	New Britain	Teachers College of Conn.
6	Georgia	Collegeboro	Georgia Teachers College
7	Illinois	Charleston	Eastern Illinois State Teachers College
8	Illinois	Macomb	Western Illinois State Teachers College
9	Illinois	Urbana	University of Illinois
10	Indiana	Anderson	Anderson College
11	Indiana	Muncie	Ball State Teachers College
12	Iowa	Cedar Falls	Iowa State Teachers College
13	Kansas	Pittsburg	Kansas State Teachers College
14	Kentucky	Murray	Murray State Teachers College
15	Louisiana	Natchitoches	Northwestern State College
16	Massachusetts	Boston	Emmanuel College
17	Michigan	Kalamazoo	Western Michigan College
18	Michigan	Mount Pleasant	Central Michigan College of Education
19	Mississippi	Cleveland	Delta State Teachers College

20	Mississippi	Hattiesburg	Mississippi Southern College
21	Missouri	Warrensburg	Central Missouri State College
22	Nebraska	Chadron	Nebraska State Teachers College
23	New Jersey	Convent Station	College of St. Elizabeth
24	New Jersey	Paterson	Paterson State Teachers College
25	New York	Garden City	Adelphi College
26	New York	Saratoga Springs	Skidmore College
27	New York	Troy	Russell Sage College
28	North Carolina	Boone	Appalachian State Teachers College
29	North Carolina	Cullowhee	Western Carolina Teachers College
30	North Dakota	Dickinson	State Teachers College
31	North Dakota	Grand Forks	University of North Dakota
32	Ohio	Akron	University of Akron
33	Ohio	Berea	Baldwin Wallace College
34	Oklahoma	Chickasha	Oklahoma College for Women
35	Oklahoma	Edmond	Central State College
36	Pennsylvania	Bloomsburg	State Teachers College
37	Pennsylvania	Indiana	State Teachers College
38	Pennsylvania	Jenkintown	Beaver College
39	South Carolina	Columbia	University of South Carolina
40	South Dakota	Aberdeen	Northern State Teachers College

41	Tennessee	Johnson City	East Tennessee State College
42	Tennessee	Murfreesboro	Middle Tennessee State College
43	Texas	Commerce	East Texas State Teachers College
44	Texas	Denton	North Texas State Teachers College
45	Vermont	Burlington	University of Vermont
46	Virginia	Farmville	State Teachers College
47	Virginia	Harrisonburg	Madison College
48	West Virginia	Athens	Concord College
49	West Virginia	Buckhannon	West Virginia Wesleyan College
50	West Virginia	Glenville	Glenville State College

2. Subject matter content of secretarial science courses in selected institutions evaluated.

3. Credit allowed in secretarial science courses.

APPENDIX B

THE STATUS OF SECRETARIAL SCIENCE IN 50 SELECTED
TEACHER-EDUCATION INSTITUTIONS

Name of School _____ Location _____

Catalog for school year _____

Type of institution: Teachers College _____
 University _____
 Liberal Arts Col _____
 State College _____

Is instruction in business teacher education offered? Yes_ No_

SECRETARIAL SCIENCE

1. Curricular offerings in secretarial science.

9. Remarks:

2. Subject matter content of secretarial science courses in selected institutions evaluated.

3. Credit allowed in secretarial science courses.

4. Sequential course patterns in the four-year curriculum.

5. Vocational Standards.

Shorthand

Typewriting

6. Practice teaching in secretarial science a requirement for the degree conferred. Yes _____ No _____

7. Degrees being awarded in the secretarial science curriculum by this selected group of teacher-education institutions. _____

8. Placement of terminal programs in secretarial science--
separate or in conjunction with teacher education.
Separate _____ Conjunction _____

9. Remarks:

APPENDIX CREQUEST FOR CATALOG

Would you please send me, at your earliest convenience, a copy of your college catalog for the year 1946-1947.

I should like to use the information contained in the catalog in a master's thesis.

Sincerely,

BOSTON UNIVERSITY



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